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A brief presented to "The Committee on Cost of Education" by the Elementary Public School Principals Association of the Sault Ste. Marie Divisional Board of Education.

"Organizations & Groups"

BRIEF #12

The aim and purpose of any Public Educational System must be to give each and every pupil who attends the schools under its jurisdiction equal opportunity to attain the best education possible. Since, by law, children are compelled to attend school this puts the onus on all people concerned to see that the best possible education is provided for them. In this respect, the child is the most important factor, not the cost in dollars and cents. It is also very important, of course, that the dollars spent produce the maximum results possible. The people responsible for raising the money, spending it wisely and giving the child the best education possible, are the leaders in the educational field. It is their duty to show the taxpayers how their money is spent, to prove that it is being spent wisely, and if more is necessary, to prove it.

In the grades one to six the child learns to read. At the beginning of grade one he knows little or nothing about reading, but is usually anxious to learn. By the end of grade six his reading habits are set for life. If the elementary schools have not been successful in developing good reading habits, then the chances of the child successfully securing more advanced education is very remote. Most of the problems that develop farther on in school are the results of the student being unable to read.

Since the very basis of our schooling, and indeed of our success in life, are laid in the first six years of school and especially in the first three years, it stands to reason that it is in this area we should concentrate our greatest efforts. Here is where the daily teacher-pupil ratio in the classroom should be low, here is where we should have the best qualified and most experienced teachers. This is where the best equipment money can buy should be placed. Tremendous strides have been made in producing good reading aids but the vast majority of our primary teachers only see this equipment when they visit an exhibit and see it on display. These are the teachers who need to be sent on short refresher courses where they can be taught the latest techniques available to help the children learn to read. These are the teachers who need a few moments every day to relax and plan their next unit of work. Usually they work full time, and spend their full time and energy either teaching or helping almost helpless children to get dressed and undressed, etc.

Because it is essential that we give our children the best education possible in the elementary schools it seems logical that <u>first</u> attention <u>must</u> be given to supplying the money needed to provide this education. And yet this is not the case. The ceiling for ordinary expenditures in elementary schools for 1972 is $595 per pupil, for secondary schools $1100. The increases in allowances for extraordinary expenditures for 1972 are $10 per pupil in the elementary panel and $15 in the secondary and for post secondary education even higher.

We are not arguing that others get too much, but we do feel that elementary education, being the most important, should not be treated as the "poor cousin" as is now the case.

As a result of the low ceiling we get lower qualified teachers, higher teacher-pupil ratio, less and poorer equipment with a resulting lower teacher morale. All teachers, no matter what age group they are teaching, nor what subjects, should feel equal and should be treated as equals. The Department is beginning to recognize this in its announcement that it plans to issue an Ontario School Teacher's Certificate without specific designation that it applies to either the elementary or secondary school level.

Great publicity has been given to the Kindergarten to thirteen concept with equal opportunities for all. This is a farce as long as government ceilings on expenditures allow one panel almost twice as much money per pupil as the other panel. It is time that the elementary panel with over 60% of the pupils and teachers be given more consideration when grants and ceilings on expenditures are being set by the Department of Education.

We are agreed that some equipment used in the Secondary Schools is very expensive and so extra funds are needed for purchasing and maintaining this equipment but we are also aware that a primary teacher with twenty pupils has a more difficult and demanding position than a grade twelve teacher with thirty-five pupils.

Furthermore, her need to get results is far more critical and demanding that that of the grade twelve teacher. The little fellow needs help all the way. If the primary teacher has done her job well the grade twelve teacher will have a much easier time.

The teacher of today is expected to be far more professional than her counterpart of years ago. She must do much curriculum planning, update her certificate with extra study, keep up with all the modern techniques, involve the parents and the community in the operation of the school and still be a good citizen. Everybody expects more of the teachers. Secondary school teachers have spare periods to help do this, time free from teaching while examinations are written, time in June to consider carefully the progress of the pupils and plan next year's work. The elementary teacher get none of these considerations. When does the elementary teacher find time to do curriculum planning? After four o'clock when she is very tired after a hard day's work. Is this fair to both the teacher and the pupils who are supposed to have the benefit of this planning? In the age of the shorter work week, the elementary teacher's work week keeps lengthening. Perhaps it is time that equality of education becomes a reality for all including equality for all teachers as well as the pupils under them.

Pupil-teacher ratio is a difficult thing to talk about unless we define what we are considering. Our definition is - teaching personnel permanently stationed in a single school, including principals, full-time remedial teacher, librarians, etc. In the Secondary Schools of Sault Ste. Marie the ratio is one to seventeen, in the Elementary Public Schools, one to twenty-five. Under present ceilings there is little or no chance to remedy this situation, in the Elementary Schools.

Our plea is, stated simply, a plea to see that the elementary schools get enough money so that they can give "Quality Education" to the pupils attending them. Serious consideration must be given to this matter, since it is extremely important to both the pupil and society that the child get a proper start in life. With the increasing demands being made on the individual, it is very necessary that the child get the best preparation possible for life.

In summary then, we wish to point out what seems to be a glaring contradiction between the Department's stated objectives and its actual performance. On the one hand the Department -

(a) publicizes a continuous Kindergarten to XIII concept in education

(b) is proposing the issuance of a single Ontario teaching certificate valid in either elementary or secondary level.

These proposals support the theory of continuous and equal education for all, regardless of age level.

On the other hand, the ceiling for Ordinary Expenditures in the Kindergarten to VIII area is $595 per pupil and $1100 per pupil in the IX to XIII area (almost double). A large portion of this financial resource is used to provide teacher salaries. In the Extraordinary Expenditure category the allotments have been increased from $5 to $10 and from $5 to $15 respectively, in the elementary and secondary divisions. With considerably higher elementary pupil-teacher ratios combined with an extraordinary expenditure allowance of 2/3 (formerly 1/2) of that granted to the secondary level how can equal educational opportunities be a reality? We have heretofore conceded that some equipment required in the secondary division is much more expensive. This is true in technical and commercial areas particularly, and to some extent in a few sections of the academic area. However, it seems somewhat ludicrous that, in our larger elementary schools which are fortunate enough to be equipped with special subject rooms such as a Science Room - provision can be made to furnish and equip them in the original instance, with practically no hope of being able to replenish, replace broken, out of date, and worn out or consumable materials.

We were happy to learn that it was deemed advisable to set up a Committee to study such an important matter. We feel that you will give careful consideration to the needs of the Elementary School. For too long attention has been focused on the Senior levels of our educational system, instead of on the lower levels of the child's education because not only is this "where the action is", it is "where the action starts".

THIS REPORT WAS PREPARED BY A COMMITTEE OF THE ELEMENTARY PUBLIC SCHOOL PRINCIPALS AND APPROVED BY THE PRINCIPALS' ASSOCIATION.

IF ANY FURTHER INFORMATION IS DESIRED, PLEASE CONTACT

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SAULT STE. MARIE, ONTARIO

brief presented to "The Committee on Cost of Education" by the Elementary Public School Principals Association of the Sault Ste. Marie Divisional Board of Education.

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ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS

(O.F.S.A.A.)

559 Jarvis Street

Toronto 285, Ontario

A BRIEF COMPILED FOR THE

COMMITTEE ON THE COSTS OF EDUCATION

ONTARIO

March 1972

O.F.S.A.A. COMMITTEE

John M. Lees (Chairman)	Principal - Thorold Secondary School
Douglas H. Barbour	Assistant Superintendent Program - Borough of York, Board of Education
Arthur A. Martin	Principal - Bayview Secondary School
N. A. Beach	Secretary Emeritus - O.F.S.A.A.
G. B. Goulding	Executive Secretary - O.F.S.A.A.

BASIC PHILOSOPHY

THE ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS is the instrument through which the Associations, the Ontario Secondary Schools Headmasters' Council and the Ontario Department of Education work in approving, planning and directing those inter-school athletic activities that will contribute to and be part of a well-rounded and meaningful educational experience at the secondary school level.

The Federation was organized and is operated on the premise that the plans, rules and regulations which determine and govern the Provincial inter-school athletic program can be best established by the school officials to whom responsibility for this phase of education has been delegated by the educational jurisdictions throughout Ontario.

PREFACE

The Ontario Federation of School Athletic Associations was formed in 1953 to increase the benefits and reduce the problems of inter-school athletics in the Province. It came into being as a result of consultations, initiated by Dr. Althouse, Chief Director of Education for the Province of Ontario, between representatives of the seven district high school athletic associations (now 17); the Ontario Secondary Schools Headmasters' Association; and the Ontario Department of Education.

The most important enabling factor in the formation of the Federation was the decision of the Department of Education to provide an annual grant that a full-time executive secretary might be hired along with the necessary office staff. The Department of Education also agreed to provide office space for the Federation within the area of the space then occupied by the Physical Education Branch.

The original grant was one of $6,000.00 along with office space. This grant was provided on the condition that the high school athletic associations would provide some self-help from their member schools. A $2.00 grant for $1.00 self-help was suggested. The grant was raised to $8,000.00 in 1961, to $10,000.00 in 1963, to $15,000.00 in 1967, to $17,000.00 in 1971 and to $20,000.00 in 1972. The self-help provided by the Associations has increased from some $3,000.00 originally to some $17,000.00 in 1972.

SCOPE OF ACTIVITIES OF O.F.S.A.A.

a) The Federation office serves as a clearing house for information that is made available to all associations and schools. Information on the best procedures being used to achieve its aims is gathered and made available widely. Procedures that do not square with the stated aims of the Federation, when discovered, are brought to the attention of those concerned, and assistance is provided towards the elimination of these procedures.

b) Rule books, coaching aids and articles pertinent to the general philosophy of the Federation are gathered and made available in quantity to all concerned with the on-going program. A special effort is made to have these rule books and coaching aids written and produced in Canada by Canadians.

c) Provincial competition at the O.F.S.A.A. level is administered by rules and regulations that place emphasis on good educational procedures, with the necessary amount of control. Administration is placed in the hands of the Associations. In order to make this competition a more meaningful experience, the assistance of teachers and students is solicited with the concurrence of local school authorities.

d) Provincial Committees are set up from time to time as required to look into special areas of concern. In recent years the following committees have functioned and brought in findings upon which action has been taken:

(i) Continuing Commission - Planning future of O.F.S.A.A.

(ii) Women's Committee - Girls' activities.

(iii) Brief to Select Committee on Youth - Ontario - June 1965.

(iv) Sports Committees - Guidelines in each activity.

(v) Association Boundaries Committee in relation to the County Boards of Education.

SCOPE OF ACTIVITIES OF O.F.S.A.A. (Cont'd.)

e) Coaching and Sports Schools for both men and women teachers are operated regularly on an alternate-year basis. Eight have been conducted for men and 5 for women. These have enabled more teachers to volunteer assistance in the intra-mural and inter-school athletic programs of the schools. A majority of these teachers have primary responsibility in subjects other than physical education. These coaching schools which were the original request of the Department of Education are always oversubscribed.

f) The Executive Secretary has made a practice of attending the annual meetings of the governing bodies that administer the seventeen sports for which the O.F.S.A.A. has committees. His purpose is to liaise and present the point of view of school personnel.

AREAS OF CONCERN

1. The welfare of the participant has been the primary concern from which all the policies of the Federation are based. The Ontario Federation of School Athletic Associations has been involved with rules standardization, promotion of good sportsmanship, eligibility of contestants, and the elimination of excesses and abuses which have, on occasion, characterized inter-school competition. Policy-making groups set up within the Federation are spending time, but need to spend much more, in attempting to clarify the purposes towards which we are striving. Only by paying specific attention to these aims can we achieve positive educational benefits.

Inter-school competitive activities are of absorbing interest to the public and are receiving ever-increasing attention. With the emphasis being placed on preparation for the 1976 Olympic Games, the Federal Fitness Directorate, Recreation Directorate and the Canadian Olympic Committee and Sport Ontario are showing an increasing interest in the inter-school athletic program of competitive activities.

THE O.F.S.A.A. IS PREPARED TO CO-OPERATE WITH THESE PROGRAMS AND WITH SPORTS PARTICIPATION CANADA PROVIDING THERE IS NO CONFLICT WITH BASIC PHILOSOPHY AND OBJECTIVES.

2. The Ontario Federation of School Athletic Associations has taken the lead in working with such organizations as the Canadian Association for Health, Physical Education and Recreation, and the various National sports governing bodies, in encouraging Canadians, particularly those involved in the school activity program of the Province, to write and present materials for publication

AREAS OF CONCERN (Cont'd.)

that are based on Canadian philosophy. In recent years the following publications have been written, published and distributed in Canada in a manner that has made it worthwhile for both writers and distributors:

Canadian Girls' Basketball Rules

Canadian Volleyball Association Rules

Canadian Amateur Basketball Association Rules

Fitness Training Methods

Canadian Track and Field Rules and Records

Basketball for the New Coach by D. Pugliese and J. Rose

Modern Canadian Football by N. Volpe

PREVIOUS TO 1960, COMPARABLE MATERIALS TO THE ABOVE WERE ALL SECURED FROM THE UNITED STATES. O.F.S.A.A. IS AS CONCERNED AS THE DEPARTMENT OF EDUCATION IN PROVIDING CANADIAN CONTENT AND PERSPECTIVE IN THE PUBLICATIONS THAT ARE DISTRIBUTED TO THE SCHOOLS THROUGHOUT THE PROVINCE.

3. Any kind of professional research takes money to buy the time of capable researchers. Such researchers are obtainable in Ontario, and ready to co-operate when money is available.

THERE IS NEED FOR IMMEDIATE RESEARCH IN A GREAT NUMBER OF AREAS OF ATHLETIC ACTIVITY PROGRAMS NOW BEING CARRIED ON WITHIN THE SCHOOL SYSTEM AND IN THE COMMUNITY IN GENERAL.

AREAS OF CONCERN (Cont'd.)

4. A new area of concern to present itself recently to O.F.S.A.A. is the tendency to more local autonomy by County Boards of Education. Does the Department of Education wish the County Boards of Education to become completely self-sufficient? There is a distinct possibility that counties may restrict their competitions to within their own boundaries and decide they do not wish their schools to pay fees to their Association.

THIS COULD LIMIT THE ABILITY OF ASSOCIATIONS TO FINANCIALLY SUPPORT O.F.S.A.A.

FINANCES

There has been a steady growth of the participation in the inter-school athletic program in the secondary schools of the Province. While money received in grants from the Department of Education and fees from the Associations have risen steadily, the cost per participant has in fact slightly decreased. The average of grants and association fees for the years 1957 to 1961 was 32.2 cents per participant per year. For the years 1962 to 1966 this average was 25.3 cents. And for the years 1967 to 1970 it was 23.8 cents.

In its attempt to be as self-supporting as possible the Federation has had the full support of its member associations as seen in the increasing financial support they have been able to provide. During the years prior to 1962 it was not possible to raise the suggested $1.00 to match $2.00 from the Department of Education. However this level was reached in 1963 and has been maintained since and sometimes bettered. In 1971 and again in 1972 we shall have reached a $1.00 for $1.00 basis. Additionally, other income to the extent of $10,000.00 a year has been realized over the past three years on T.V. fees and profit from the sale of supplies to schools.

A point to be made here is that teachers acting as coaches do so on a voluntary basis. Many, but not all by any means, receive time-table consideration. Using a figure of $300.00 per coach per year and allowing for an estimated 25% for duplication, some 5,870 male coaches contributed $1,761,000.00 of their time to the program last year. Estimating similarly for women coaches, another $606,000.00 of time was contributed. The grant total of donated time would have a monetary value of $2,376,000.00.

FINANCES (Cont'd.)

Since the introduction of the County Board system in 1969 O.F.S.A.A. has provided assistance to the elementary schools. Orders for rule books, coaching aids and pamphlets have been filled. Supervisors of elementary school physical education have been allowed to register at our annual coaching schools wherever possible. The financing of these services is generated from Department of Education grants and secondary school association fees.

The number of activities offered by O.F.S.A.A. has increased with the diversity of the physical education program approved by the Department of Education. In addition the number of participants has grown as the school population and member associations have increased. With the above two statements in mind it is obvious that O.F.S.A.A. needs increased revenue. This revenue must be provided by a combination of Department grants, Association fees and revenue from activities. (See Appendix B)

CONCLUSION

It has been our intention in this brief to make the committee investigating the high cost of education aware of the historical background of O.F.S.A.A., beginning with the educational basis of the organization and tracing the financial aspects of the Federation through the years. If we are to continue providing the educationally-oriented leadership to the young people of Ontario, it will require a greater expenditure of time, money and human resources. To do less than this would not be in the best overall interest of the student.

The development of alert responsible citizens by the schools of Ontario will be achieved only if the students have been exposed to and have successfully overcome mental, moral and physical challenges. The inter-school athletic program provides young people with unique opportunities to meet such challenges. While we stress the importance of an adequate inter-school athletic program it must be considered secondary in importance to a broad program of participation in physical education activities within our schools by all students.

APPENDIX

Included in the Appendix are the following documents and supportive letters:

Appendix A .... Two Motions passed at Winnipeg - 1964.

Appendix B .... O.F.S.A.A. Participation in Relation to Financing.

Appendix C .... Past Presidents of O.F.S.A.A.

Appendix D .... Letter from G.M. MacMartin, Assistant Superintendent, Curriculum Branch, Ontario Department of Education.

Appendix E .... Letter from C.W. Perry, Executive Secretary, O.S.S.H.C.

Appendix F .... Letter from E. Runacres, Director of Education, Hastings County.

Appendix G .... Letter from G.R. Allan, Director of Education, Lincoln County.

APPENDIX "A"

Two motions were passed unanimously at a meeting of representatives of all provincial high school athletic associations in 1964. They are:

1. "The development of alert responsible citizens by the schools of Canada will be achieved only if the students have been exposed to and have successfully overcome mental, moral and physical challenges. The inter-school athletic program provides young Canadians with unique opportunities to meet such challenges. While we stress the importance of an adequate inter-school athletic program it must be considered secondary in importance to a broad program of participation in physical education activities within our schools by all students."

2. "That we, here assembled for the first time, representing all organized provincial school athletic associations in Canada, go on record as asserting; that in the best overall interest of the student, all school centred athletic activity should be, purposed, planned, executed and evaluated, by a school centred administrative body that includes in its membership school administrators, physical education teachers and coaches."

APPENDIX B

O.F.S.A.A. PARTICIPATION
in relation to FINANCING

SUMMARY to end of 1970-1971
SCHOOL YEAR

YEAR	INCOME GRANT	FEES	TOTAL	EXPENDITURES	PARTICIPATION BOYS ONLY Teams	Individuals
1954	9,500.00	289.78	$10,528.00	$ 9,106.54	n/r	
1955	6,000.00	279.16	6,746.51	7,436.90	n/r	
1956	6,000.00	384.60	11,325.50	10,391.40	n/r	
1957	8,000.00	2999.62	16,954.49	16,846.89	n/r	
1958	8,000.00	3081.10	16,344.43	14,706.73	n/r	
1959	8,000.00	3524.35	21,787.73	19,948.19	2158	31,550
1960	8,000.00	3493.15	28,183.21	22,300.46	2640	36,087
1961	8,000.00	3624.80	25,316.53	25,086.51	2909	40,951
1962	8,000.00	3646.28	24,834.16	27,541.96	3264	45,629
1963	8,000.00	4112.16	29,584.84	32,425.31	3811	53,422
1964	14,000.00	4789.40	36,073.59	32,373.60	4018	59,275
1965	11,000.00	4953.24	35,973.67	35,449.18	4590	66,911
1966	10,000.00	7478.72	40,782.23	39,761.71	5082	82,008
1967	15,000.00	8042.76	48,374.67	46,985.87	5496	87,394
1968	15,000.00	8385.55	48,594.03	50,998.10	5918	94,851
1969	15,000.00	8606.91	54,628.75	55,229.55	6650	105,568
1970	15,000.00	9136.90	62,981.28	59,973.95	7211	113,647
1971	17,000.00	16467.15	71,872.25	65,948.72	7693	123,993

ONTARIO FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS

APPENDIX C

	Presidents		Secretaries
1947 - 1948	W. A. McWilliams	W.O.S.S.A.	Dalt White
1948 - 1949	"	"	" "
1949 - 1950	"	"	" "
1950 - 1951	"	"	" "
1951 - 1952	"	"	" "
			Executive Secretary
1952 - 1953	"	"	C. V. Box
1953 - 1954	"	"	"
1954 - 1955	F. Hamilton	C.W.O.S.S.A.	"
1955 - 1956	W. K. Bailey	T.S.S.A.A.	"
1956 - 1957	"	"	"
1957 - 1958	J. L. Murray	E.O.S.S.A.	N. A. Beach
1958 - 1959	"	"	"
1959 - 1960	L. J. Waddell	H.I.A.C.	"
1960 - 1961	"	"	"
1961 - 1962	T. P. Steadman	S.W.O.S.S.A.	"
1962 - 1963	"	"	"
1963 - 1964	D. H. Barbour	T.D.I.A.A.	"
1964 - 1965	"	"	"
1965 - 1966	J. H. Merkley	O.V.H.S.A.A.	"
1966 - 1967	"	"	"
1967 - 1968	J. A. Cullis	N.O.S.S.A.	"
1968 - 1969	"	"	"
1969 - 1970	A. A. Martin	G.B.S.S.A.	"
1970 - 1971	"	"	"
1971 - 1972	"	"	G. B. Goulding

Ontario Department of Education

In reply please refer to file.

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Toronto 182
Ontario

Telephone 416/365- 6412

DA-100 Physical and Health Education

January 14, 1972.

Mr. G. B. Goulding,
Executive Secretary,
Ontario Federation of School
Athletic Associations,
559 Jarvis Street,
Toronto 5, Ontario.

Dear Mr. Goulding:

The Department of Education is concerned about the influence that interscholastic competition has on the education of boys and girls in our schools. It is for this reason that in 1953 Dr. Althouse, Deputy Minister of Education, in co-operation with the Headmaster's Association initiated and supported financially the Ontario Federation of School Athletic Associations.

The philosophy and practices of O.F.S.A.A. ensures that interscholastic competition will be conducted in the best interests of each student. It is through its close relation with the work of O.F.S.A.A. that the Department can assure the student and his parents that conditions for competition will be kept in a proper balance with other aspects of his education and growth.

O.F.S.A.A. has been and continues to be an indispensable ally of the Department of Education. By virtue of the fact that it is not directly associated with the Government of Ontario, the philosophy that it shares with the Department can be advanced with a degree of flexibility that it would not have otherwise. Since O.F.S.A.A. allows each member association to devise and conduct its own athletic activities, local educational authorities are more readily able thereby to respond to the needs and interests of their own students. On the other hand, because of its provincial scope, it can and has diverted the pressures that are brought to bear on local associations by professional and amateur athletic bodies as well as by other agencies.

Ontario
Department of
Education

It is to be hoped that the valuable work that O.F.S.A.A. is doing will continue and that the organization of the Association that has made it possible will also be an effective instrument of future service.

Yours sincerely,

G. M. MacMartin,
Assistant Superintendent,
Curriculum Branch.

February 3, 1972

Mr. G. B. Goulding
Executive Secretary
Ontario Federation of School Athletic Associations
559 Jarvis Street
Toronto 5, Ontario

Dear Mr. Goulding:

On behalf of the Ontario Secondary School Headmasters' Council, I wish to emphasize support for the positive values the Ontario Federation of School Athletic Associations has extended to the students in our Ontario secondary schools.

OFSAA's coordination of athletic programs (which, in some competitions, provides good opportunities for youth from distant areas to interrelate); its liaison with schools, community organizations and service clubs; its orientation to education and sound procedures respecting rules and regulations; its promotion of good sportsmanship; and its defence of our youth against the pressures and exploitation of commercial and professional sport interests -- all have the admiration of the Headmasters' Council.

A central OFSAA authority, headmasters believe, is important as a constructive force in the conduct of athletic programs outside of school hours and is, indeed, in the interests of the young people of the province.

Yours sincerely,

C. W. Perry
Executive Secretary

CWP:jc

THE HASTINGS COUNTY BOARD OF EDUCATION

208 BRIDGE STREET EAST, BELLEVILLE, ONTARIO
TELEPHONE (613) 962-9134

DONALD R. WILLIAMS
CHAIRMAN

E. RUNACRES, B.A., M.Ed.
DIRECTOR OF EDUCATION

January 17, 1972.

Mr. G. B. Goulding,
Executive Secretary,
Ontario Federation of
School Athletic Associations,
559 Jarvis Street,
Toronto 5, Ontario.

Gentlemen:

AChletic activities have always had, and undoubtedly will continue to have, a positive and meaningful role to play in the growth and development of our youth: Educational institutions have long recognized the potential of this excellent learning medium and their efforts have been rewarded by obvious success. It is difficult in this modern era to find relevant, challenging and involving learning opportunities for our youth; athletics meets all these requirements.

As with any learning medium, it can be misused and fail to provide the anticipated outcomes. The quality of the learning program will depend, as always, on the quality of the leadership. In this regard school officials have recognized the need for well qualified physical education teachers, coaches and organizers at the local school level. The undeniable achievements of Ontario's physical education and athletic program can be attributed to this sound leadership base.

Throughout the years this basic program has received the strong support of the Ontario Federation of School Athletic Associations. This support has comprised the preparation and distribution of a wealth of resource materials and documents covering every aspect of physical education and athletics. These materials have been used at the local level to assist teachers and develop student leadership and understandings. It would be my earnest hope that the excellence of this dimension of service from O.F.S.A.A. will continue unabated in the years to come; there is no other source for such contribution.

A second, and vital, support for our schools has been in the philosophy, direction and guidance of inter-school athletics. The sensibly coordinated athletic programs of our schools has ensured that the "evils" which have beset other jurisdictions have not had a showing in Ontario; this has not happened by chance. It has been the strong, effective, enlightened and persuasive leadership of O.F.S.A.A. that has made us the envy of many.

... 2

THE HASTINGS COUNTY BOARD OF EDUCATION

To: Mr. G. B. Goulding
January 17, 1972

During the past years this leadership has retained the educational orientation of our programs in the face of strong influence from commercial and other forces whose motives were designed to exploit our pupils. Unfortunately, we cannot rest on our past successes in this regard. There is more and more evidence today that these same forces, backed by apparently unlimited financial resources, are once again attempting to tap the potential of school athletic programs. We cannot afford to be complacent simply because our past efforts have been successful. We must continue to provide this constant and enlightened leadership at the top level, or all aspects of our school programs will be in jeopardy.

As an educational leader responsible for 25,000 young people and 1200 fine teachers, I am prepared to state that we need the resources of O.F.S.A.A. as never before. The past record has been magnificent and our programs have benefitted; the future, without O.F.S.A.A. would be bleak indeed. We cannot afford to move in this regressive direction because these fine people cannot be sacrificed. It is my earnest hope that the agencies responsible for the continuance of O.F.S.A.A. will recognize their vital responsibility and continue to function on an expanded front in the years ahead.

Yours sincerely,

E. Runacres

E. Runacres
Director of Education

ER/em

APPENDIX G

THE LINCOLN COUNTY BOARD OF EDUCATION

112 OAKDALE AVE. – ST. CATHARINES, ONTARIO – PHONE 416-685-1551

G.R. ALLAN, B.A.,
Director of Education
and Secretary

January 13th, 1972

Mr. G. B. Goulding,
Executive Secretary,
Ontario Federation of School Athletic Associations,
559 Jarvis Street,
Toronto 5, Ontario.

Dear Mr. Goulding:

The basic purpose of O. F. S. A. A. in the early years was to bring order out of chaos. I was closely connected with one school association which used non-teaching coaches, played every game on the basis of -- this game we'll win, next game we'll build character, encouraged active promotion by companies which were really there to exploit athletes and saw itself as an endless belt to provide professional teams with manpower. These battles have all been fought and won, and although I could not say that things are perfect, they are certainly better than they were in an era where materialism seems to replace idealism in all other human activities.

The continuing purpose of O. F. S. A. A. has been to provide leadership, coordination and assistance to those of us fortunate enough to have been or to be involved in school athletics. The calibre of the executive secretaries has made these services tangible and important in all parts of the Province.

The future of O. F. S. A. A. is of course unknown. Every organization must change and adapt to new conditions. A closer connection should be established with Department and County physical education consultants or supervisors. Working relations

Mr. G. B. Goulding January 13th, 1972

between the school and outside athletic associations must be developed as the school becomes less insular and more involved with the community. Less popular team and individual sports must be taken into account. For example, one of the major problems here is the relation between school athletic programs and people and the local rowing club. Assistance for new teachers in coaching techniques rather than social gatherings of "old sweats" should be encouraged.

I hope, Bev, that these few thoughts might be of some use to you. I appreciate your work and wish you well.

Best personal regards.

Yours very truly,

Rodger

G. R. ALLAN,
Director of Education
and Secretary.

/lb



Ontario Library Association
2487 Bloor Street West Toronto 9 Ontario
416/762-5482

March 15,1972.

Mr. Thomas A. McEwan, Chairman,
Committee to Study the Costs of Education
in Ontario,
Department of Education,
Mowat Block,
Queen's Park,
Toronto 182, Ontario.

Dear Sir:

As an organization vitally concerned with the provision of good library service of all types and at all levels the Ontario Library Association submits the following points concerning school library facilities for consideration by your Committee.

1. One of the objectives of the school library is to provide the materials which are required to support the curriculum in the school.

2. New curricula being developed by local boards and by the Curriculum Branch of the Department of Education call for wider and more varied resource materials than ever before.

3. New approaches in educational methods demand greatly enlarged background resources if they are to achieve real advances in education and not be mere pious platitudes for progress. Programs in the schools such as the language experience approach in teaching reading, the discovery method, student research, individualized programs and timetables, and a wider choice of courses must be supported by a well stocked, well staffed library resource centre in order to achieve their objectives.

4. The budget cuts made by Boards accross the Province in 1971 have had a disproportionately adverse effect on school libraries. Funds for library materials have been sharply reduced, in many cases by as much as 50% and over. Staff reductions have left many school libraries without teacher librarians.

Continued.....

5. A lack of trained library staff at both the professional teacher-librarian and technician level was evident in many schools even before the 1971 budget cuts were made. The result is that such library resources as do exist in these schools are not being properly used and exploited.

The importance of an adequately stocked and staffed school library has been recognized by the Department of Education in the report issued in March 1968 under the title Library Resource Centres, as follows:

> "A library resource centre, containing a wide variety of books as well as of other learning aids, is an essential part of the modern school."
>
> "The library resource centre should be available to students during the school day and, if possible, before and after school so that children may have the fullest opportunity to make use of the materials. This would require the services of a full-time librarian. Small schools may be able to establish an adequate program with a librarian in attendance for at least half the time. However, it is desirable for all schools with enrolments over 500 to have a full-time librarian."

If school libraries are to meet the requirements set down by the Department of Education, and if they are to fulfil the objective of providing materials to support curriculum, the costs of library development programs ought to be given top priority in any consideration of educational costs. Library resource centre services in the schools of Ontario provide the means for the achievement of the objectives of curriculum and program.

Yours very truly,

Peter P. Hallsworth

Peter P. Hallsworth,
President.

PPH:ss

Mr. Chairman, members of the Committee,

I welcome this opportunity to elaborate on the points made by the Ontario Library Association in its written submission.

The Ontario Department of Education has shown a great deal of leadership in the development of school Library Resource Centres in this Province, and has recognized the unique contribution of the Library Resource Centre in facilitating quality education for the children in Ontario schools. The uniqueness of the Library Resource Centre can be summarized in what the Library Resource Centre can and ought to be. In the physical sense, the Library Resource Centre is a laboratory, centrally located in the school for easy access by all children and teachers. It houses the collection of materials and provides different types of user spaces related to the learning activities of individuals, small groups, and class groups of children. In the intellectual sense, the Library Resource Centre is a place to practice information retrieval skills through reading, listening, viewing and observing. It is a place to acquire new skills, a place to experiment with information, and a place to get new ideas. In the social sense, the Library Resource Centre is a place where children discuss and interact with one another, with the librarian, and with the teacher. It is a place where children practice working effectively and responsibly in group situations. It is a place where children share ideas and experiences. In the spiritual sense, the Library Resource Centre is a place where children are provided with experiences which broaden and deepen their emotions, which develop a sense of values, and a deeper understanding of, and appreciation for the quality of life, both past and present.

At the core of the Library Resource Centre's uniqueness lies the most fundamental and greatest of mankind's inventions, namely, our language -- that of words and that of numbers. The mastery of language is essential for our understanding of one another and our ability to communicate with one another; its mastery is essential for the continuance and extension of human culture. Language is the transmitter of

information, concepts, ideas, attitudes, values and emotions.

Today, modern technology has made it possible to record language in various and numerous forms, for example:

1. Auditory or Oral Forms of Language - records, tapes, radio
2. Pictorial Forms of Language - flat pictures, slides, transparencies, filmstrips without captions, film loops, maps, graphs, posters and charts.
3. Written or Symbolic Forms of Language - books, magazines, pamphlets, newspapers, booklets.
4. Combined Forms of Language - sound filmstrips, filmstrips with printed captions, microfilm, films, video tapes, television.
5. Controlled Forms of Language - textbooks, programmed materials and teaching machines, computer programmes.

We now know that children learn in different ways, and through the use of different forms of language. Never before in the history of mankind has the potential been so great for helping children to learn. The child who experiences difficulty in reading no longer needs to be withheld from participation in the many and varied learning experiences comprising the educational mosaic. Access to the many and varied forms of recorded language makes it possible for a child to move from one form to another as a problem increases in complexity and becomes farther removed from his own direct, personal, firsthand experiences. Unlocking the needed information, concepts, ideas, attitudes, values, and emotions requires skill -- skill in listening, skill in observing, skill in viewing, and skill in reading. Opportunities must be provided for acquiring and practising these skills. The many and varied forms of recorded language comprise the materials in the Library Resource Centre.

One of the prime objectives of the Library Resource Centre, then, is to provide the materials which are required to support the programmes carried out by the school. The Curriculum Branch of the Ontario Department of Education has reinforced the need for wider and more varied resource materials to support curriculum. This can be seen from an examination of but a few of the curriculum guidelines recommended

for use in Ontario schools:

1. Man, Science and Technology Reference: page 5, "Needless to say, the librarian and staff of the resource centre are also prime resource personnel...the library and resource centre of the school are equally necessary both in scheduled time and during the students' uncommitted time."
   Reference: page 6, "As students will often be discussing aspects of history or science or technology in which they have had little or no systematic grounding, every avenue to understanding must be utilized. Films, filmstrips, slides, projectuals, tapes and recordings are particularly appropriate and effective communications media for the topics in a course. Their use should be routine and regular and should not be confined to class use but made available for individual study."
   Reference: Appendix C, page 22, contains a bibliography of almost three hundred books, and the implication has been made that additional books would indeed be required to cater to the individual needs of students.
   Reference: Appendix B, page 20, contains a list of 39 films to be used in conjunction with the course topics.

2. World Religions
   The bibliography of suggested resources includes approximately 198 books, 4 filmstrips, a series of reprints, 35 films, 28 records, and 1 multi-media kit.
   In response to these guidelines, one secondary school within a large school system prepared a one-semester course which has received approval from the local Board of Education, and will presumably be approved by the Department of Education. The particular school in question, already has 16,000 items in its materials collection, a certain percentage of which would be relevant to the new course. The school librarian, however, considers it necessary to purchase 61 additional books at a

cost of $275.90. This purchase is for books alone, for one course, of one semester's duration.

3. The Role of the Coureurs de Bois and the Voyageurs in the Expansion of Canada, a unit of study for an individual class in the Social Studies programme of an elementary school.

   This unit of study was intended to be of relatively short duration, being only one in a series of units on the theme "Expansion of Canada." The bibliography in this instance was prepared on the basis of the actual resources available. The bibliography contains 36 books, available from school and public libraries, 2 films, available from the Department of Education's Film Library, 1 tape, available from the Board's Media Centre, several periodical articles available from the Public Library, and 21 records belonging to the students. Any expansion of this unit to other classes in the school would certainly require additional resources.

4. A Multi-Media Resource List on Eskimos and Indians, 1969, plus the 1970 Supplement.

   This resource list is recommended to elementary schools for the purpose of developing units of study on Eskimos and Indians. It contains approximately 220 books, 90 films, 21 filmstrips, 5 film loops, 5 maps, 7 slide sets, 3 picture sets, 3 posters, 19 records, 7 article reprints, and 12 periodical subscriptions.

5. Circular 15, 1972

   This guide to Canadian curriculum materials has very recently been recommended to the schools in Ontario. Its coverage is elementary through secondary school, and includes materials in both the English and French languages. There are approximately 2,000 resource items in the list and it is intended that an annual supplement be added.

From this brief examination of new curricula we realize more than ever before the importance of wider and more varied resource materials, and the need for expertise in selecting from the many resources available.

Teachers today are more knowledgable about how children learn, and more aware of the variety of ways in which learning occurs. Consequently, they are trying a variety of approaches in their classroom programmes. Many of the approaches depend on the support of large numbers of resource materials. Professional literature suggests that the language centred primary classroom should contain several hundred books, as well as other materials. Individualized reading programmes need the support of at least ten books per child. Student research activities, many of them individualized, require broad subject coverage in the materials collection in order to provide for anticipated and unanticipated curriculum needs. These resource materials must be available in many forms in order to provide for a wide range of ability levels. In the sixties, the development and improvement of Library Resource Centres in Ontario schools may have been due to the recognition on the part of educators that innovative programmes needed the support of resource materials.

The seventies are not the affluent sixties. Budget cut-backs at the local level are hitting all phases of education. We are particularly aware of an alarming decrease in school library budgets. In one large school system the expenditure for library resource materials for elementary schools averages as follows:

1970	$7.11	per pupil
1971	$3.58	per pupil
1972	$3.44	per pupil

If this is the case for a large urban system, what must be happening in the smaller school systems?

What will $3.44 per pupil buy for each child in a school? The following may serve as illustration:

	Average Cost	Purchasing Power
Hardback books (elem.)	$4.60	3/4 of a book
Paperback books	.75	6 paperbacks
Filmstrips	6.25	1/2 of a filmstrip
Film Loops	23.00	1/6 of a film loop
Records, Cassettes	5.20	2/3 of a record
Slides	.40	8 slides
Transparencies - one colour	.50	7 transparencies
Transparencies - multi colour	3.50	1 multi colour transparency
Picture Sets	3.00 - 30.00	--
Multi Media Kits	10.00 - 80.00	--

School Library Standards, published in 1968 by the Ontario Teachers' Federation, recommends the addition of two books per pupil per year after the basic collection of 5,000 books has been acquired. With today's higher costs, $3.44 per pupil can provide approximately 1/3 of the 1968 recommendation, giving no consideration to materials other than books. In the light of what we know about learning, this would be incongruous.

We make no pretense at being financiers. We are not aware of the intricacies behind the Provincial allocation of funds to school systems, nor do we fully comprehend the complexities of budgetary allocations at the local level. However, at this point in time, we feel ourselves very much on the receiving end of the effects of diminishing funds. When school librarians tell us that their annual budget is insufficient to replace lost and worn out materials, and when we hear of full-time school librarians becoming part-time school librarians, we can only conclude that budget cuts have had a disproportionately adverse effect on the Library Resource Centres in our schools.

Materials are only one factor comprising the required elements of adequate library service. Personnel and quarters are equally important. Where does Ontario stand in these areas? Various standards have been developed over the years as guidelines for educators. These standards outline the necessary requirements of good, but not superior, school library service. I would refer you to the following publications:

Standards of Library Service for Canadian Schools, by the Canadian School Library Association. 1967.

Library Resource Centres for Elementary Schools, by the Ontario Department of Education. 1968.

Library Materials Centres for Secondary Schools, by the Ontario Department of Education. (no date)

School Library Standards, by the Ontario Teachers' Federation. 1968.

Standards for School Media Programs, by the American Library Association and the National Education Association. 1969.

In 1971, Miss Margaret Scott, Past Chairman of the Canadian School Library Association delivered a paper to the International Association of School Librarianship in which she outlined the development of school Library Resource Centres in Canada, and compared the stage of development to the C.S.L.A. standards. Her findings in regard to Ontario are as follows: "Almost no elementary or secondary school in the province meets C.S.L.A. standards. More come close to reaching standards for collections than facilities or personnel. Personnel is the most inadequate area."

(Margaret B. Scott. "School Libraries in Canada, 1971", Canadian Library Journal, March-April, 1972, p.118-138)

A large urban school system compared its Library Resource Centres to the C.S.L.A. standards, and found that although many schools had acquired the basic book collection (5,000 books or 10 books per pupil, whichever is greater), practically all schools were below standard in terms of the growth of collections. In the categories of space, personnel, and budget, over 100 out of 140 Library Resource Centres were below standard.

The standards drawn up by the Ontario Department of Education are quantitatively lower than the C.S.L.A. standards. Comparative figures in all aspects of library service are not available, but Miss Scott found the average number of library books per student in Ontario schools to be six. The Department's suggested minimum is 5,000 books or 10 books per pupil, whichever is greater. According to Miss Scott's findings, the resource collections are closer to standard than either personnel or facilities. If the most advanced area of service, the collections,

averages 60% of minimum standard, the figures for personnel and facilities must be shockingly low. And of what use is a collection of materials without adequate staff and facilities? Miss Scott found that the most inadequate area is that of staff. A materials collection without adequate staff to organize it, facilitate and promote its use, is surely a mistaken economy.

We hope that we have indicated the importance of providing good library service in the schools of Ontario, and that such service must include the provision of adequate materials, personnel, and facilities. Even with the developmental programme carried on over the past several years, Library Resource Centres in Ontario schools do not yet meet any recognized standards, let alone approach standards of excellence. Our plea, then, is for leadership -- leadership from government and from committees such as this, so that the continuing development of school library service will occupy a priority position in the budgeting of the educational dollar. Local boards need guidelines to help them distribute their monies in the most effective manner. (One American study suggests that 6% of the per pupil operational costs per year be allocated to the purchase of library resource materials.)

School library service in Ontario has made a good beginning; it would be tragic if it were to be so decelerated as to obliviate any possibility of achieving excellence.

A SUBMISSION TO

THE COMMITTEE ON THE COSTS OF EDUCATION

IN THE PROVINCE OF ONTARIO

Prepared by

The Heads of Guidance for Secondary Schools

of

The Board of Education for the City of Toronto

The entire responsibility for the submission of this document is undertaken by the teachers listed below.

C. P. Griffin	Humberside Collegiate
W. J. Burgess	Jarvis Collegiate
G. S. Blackford	Forest Hill Collegiate
D. F. Tweedie	Bickford Park High School
F. B. Legatto	West Park Vocational
Olive Smith	Eastdale Vocational School
G. B. McClintock	Heydon Park Vocational School
Ellis M. Evans	Central High School of Commerce
K. B. Myers	Forest Hill Junior High
M. V. Orok	Oakwood Collegiate Institute
M. M. I. Clark	Monarch Park Secondary School
W. R. Gowland	Malvern Collegiate
J. R. Pearson	Central Technical School
J. A. Stevenson	Riverdale Collegiate
D. G. McCrossan	Bloor Collegiate
P. T. Conn	Parkway Vocational
R. Bruce	Brockton High School

D. J. Orr	Parkdale Collegiate
W. M. Bastedo	East End High School
H. A. MacDonald	Harbord Collegiate Institute
W. D. Giffen	Danforth Technical School
R. V. Dagilis	Lawrence Park Collegiate
Howard Gotlib	North Toronto Collegiate
F. S. Hendra	Northern Secondary School
F. P. Sneyd	Castle Frank High School
Winnifred Baxter	Eastern High School of Commerce

CONSEQUENCES OF AN INCREASED COUNSELLOR-STUDENT RATIO

It has been shown in the preceding section that ceilings on educational spending may cause guidance services to move back toward the poorer programmes offered several years ago. Some of the consequences of any cut-back in counselling services must affect the student.

1. Poor planning and wrong course selection will be an inevitable result and will lead to more drop-outs and/or more repetition to make up for a poor choice of course.

2. Counselling will be crisis-oriented rather than continuous or developmental.

3. The important area of vocational planning, rather than increasing in priority, will likely be neglected.

4. Because there will be less direct contact with students, counsellors will have to resort to the increased use of printed materials such as morning announcements and guidance bulletins in an attempt to keep students informed. Counsellors find that an increased use of these techniques is not an effective means of communication.

5. None or very little research (statistical studies, assessment of programmes etc) will be carried out.

DEMAND FOR GUIDANCE

More than ever before students, parents and teachers are demanding more and better guidance services. Most schools fill their counselling time with student initiated interview requests. The reasons for the increasing use of guidance facilities are apparent when the three major categories of problems presented by the students are examined.

I Educational Planning

All schools must allocate staff time for work with students as they make their educational plans. With the increasing complexity of Ontario's educational system students demand the kind of service that can only be provided by full-time counselling specialists. Many factors could be cited to illustrate the increasing difficulty, for the student, of planning a programme.

(a) Secondary school programmes are in many cases less clearly structured.

(b) University programmes, as well, are less structured than formerly and provide multiple choices.

(c) There are now 16 Ontario Universities among which to choose.

(d) Similarly there are now 20 Colleges of Applied Arts and Technology.

(e) External tests such as those administered by SACU require interpretation by the student.

(f) While grade 10 used to be "the year of decision" for the student, now annually he must reassess and plan his programme.

(g) The credit system has been introduced which has allowed subject promotion to take the place of grade promotion. Rather than an automatic placement, a student has a number of complex choices.

(h) Students have the freedom to modify their programmes (add, subtract or change) at any time during the year.

(i) School programmes are now so complex that a calendar is required to describe them.

(j) Schools have "innovative programmes".

(k) Disruptive and often sudden changes in plans are made by students when they move between programmes at different levels and with different areas of specialization.

(l) More students are requiring more education to meet changing occupational patterns.

(m) Families are increasingly mobile so that students experience more placement difficulties.

(n) Students new to Canada face a number of difficult programme adjustments.

II Vocational Planning

Long term vocational planning for careers after post-secondary education often is assessed at a lower priority than counsellors would wish. Most vocational counselling is limited to job planning for the drop-out or job placement for the graduate. Some factors that are making it increasingly difficult for students to plan for their future careers are:

(a) appropriate occupational information is not conveniently available;

(b) occupational patterns are constantly changing with the elimination of some jobs and the creation of new ones;

(c) long range planning for specific jobs is more difficult with changing economic conditions;

(d) more students are staying in school longer;

(e) students have difficulty interpreting their school programmes to business and industry;

(f) more girls are planning a career;

Vocational counselling must have increasing importance in guidance programmes but without more counsellors it is doubtful if this area can be expanded.

III Social Counselling

A third major activity is working with individual students or groups of students as they meet the constant changes in the school and in society. Most parents feel that they can no longer be expert in all aspects of their child's development within the educational system and school counselling specialists are necessary to work with the children and their parents. There are several reasons that account for the continuing increase in the amount of time required for social counselling.

(a) A more complex society produces more social problems among all age groups;

(b) students are requiring more psychiatric and psychological services in the school and in the community and these services require counselling time to screen and to refer as well as requiring counselling time to implement recommendations;

(c) greater retention power of the schools accounts for more students with limited motivation and more students with placement difficulties;

(d) a greater number of independent students on welfare attending school is but one example of students who used to quit school or submerge their problems, but now require counselling time;

(e) adolescence has more problems to-day, not the least of which is the concern for future security;

(f) students new to the school, whether from Ontario, other parts of Canada or from outside of Canada, must all adjust to a new social group and new culture.

ADMINISTRATIVE DUTIES

There are some specialized duties accepted by many Guidance Departments which need not be done by counsellors but do require a special knowledge, awareness of students' needs, and technical skills that most of the school staff do not have. Teachers who are specialists in their own academic subjects do not have the time to carry out these responsibilities without seriously affecting their teaching duties. Some of these responsibilities follow:

(a) the storing, recording and interpretation of the Ontario School Record System;

(b) the administration, scoring and interpretation of standardized test results;

(c) the writing of references for post-secondary institutions or employers;

(d) the checking of prerequisites for students' programmes that was unnecessary in the days of structured grade promotion;

(e) individual time-tables require individual checking by people who are knowledgeable of school programmes and aware of the student and of the consequences to his post-secondary education of his course selection;

(f) the transfer of students from one school to another and the withdrawal of students from school requires processing of forms as well as counselling.

PROVINCIAL GUIDELINES REQUIRED

To make education accountable, the extent to which educational goals are being achieved, must be assessed. The aims and objectives of guidance are difficult to state in behavioural terms and may in fact vary from student to student. Some individual schools, a few school boards and the Department of Education itself, are working on the problem of objective assessment of guidance services but no satisfactory measure has yet been established. In the process of evaluation, the Department of Education should provide positive leadership in the following ways.

1. The development of evaluative techniques is very difficult and very time consuming. More out-of-school assistance should be provided in addition to that which is presently available.

2. The freedom of each community to form innovative programmes and to plan local student-centred objectives is all very commendable <u>but</u> somehow the student who moves from area to area is left out or lost. Although innovative programmes are desirable, there is still the need for control of curriculum with specific courses of study and provincial personnel to supervise the implementation of these courses.

3. Special consideration must be given to guidance services so that budget ceilings do not limit existing programmes that are provided almost entirely on a student-demand basis in the schools.

4. A statement as to the minimum guidance services to be provided by the schools should be prepared and measurable objectives for guidance should be established.

5. Other ways of making guidance accountable must be investigated.

POSITIVE STEPS

Guidance is broad in its outlook and counsellors do feel a responsibility to the entire school programme. This discussion has only touched on certain activities which are part of all secondary school guidance programmes. The importance of each may vary from school to school depending on the types of courses offered.

The section on "Provincial Guidelines Required" lists areas in which provincial leadership is desireable and might well result in some cost reduction over a longer period of time. It is believed that the following steps are necessary in meeting minimum educational objectives.

1. H.S. 1 or a Department memorandum should give strong support for a student-counsellor ratio of 250 to 1. At the same time it should be recognized that the ratio of 150 to 1 (the same ratio as for class room teachers) would be a worthwhile objective.

2. To aid counsellors, students and others with the "information explosion" the Department of Education must proceed quickly with its computerized retrieval system for vocational information.

3. The Department of Education should recommend that the established student-counsellor ratio be met with full-time counsellors. Only in this way will each counsellor have sufficient time to keep informed and to stop misinformation. Eliminating the part-time counsellor who has counselling as a "time-table filler" will stop the inefficient use of well-trained academic teachers. It is also true that counselling time allocated to part-time counsellors is often not used altogether effectively or efficiently.

MEETING OF REPRESENTATIVES OF TORONTO SECONDARY SCHOOL GUIDANCE HEADS WITH THE COMMITTEE ON THE COSTS OF EDUCATION IN ONTARIO

Tuesday, May 2, 1972, - 2:00 p.m.

C. Peter Griffin Humberside Collegiate	Initial Speaker
Miss Mattie M. I. Clark Monarch Park S.S.	
William R. Gowland Malvern Collegiate	
K. Berton Meyers Forest Hill Jr. H.S.	
Will Giffen Danforth Technical School	
F. Stanley Hendra Northern Secondary School	Chairman, Guidance Heads' Association
Dr. David B. Clemens Toronto Board of Education	Director of Guidance and Counselling

INTRODUCTORY REMARKS

The committee must be aware that teachers do not have access to all of the complex budget procedures. However, we certainly feel the results of the budget problems as we think the following points will illustrate.

1. Average Student-Counsellor Ratio in Toronto Secondary Schools

1969-1970	409: 1
1970-1971	345: 1
1971-1972	355: 1

It appears that before the celings (1970-1971) the student-counsellor ratio was reduced substantially toward a more realistic level. In the first year that the ceilings were imposed (1971-1972) the figure was not reduced further and infact appears to have risen slightly. The fact that Toronto Secondary Schools did not reach predicted enrollment figures makes the 1971-1972 ratio look even better than it would have, if full enrollment had been achieved.

2. High and Low Student-Counsellor Ratios

	Number of Schools		
	Below 300:1	Over 400:1	Over 500:1
1969-1970	6	6	4
1970-1971	8	5	3
1971-1972	8	5	3

It appears that before the ceilings (1970-1971) two schools with ratios over 400:1 had their ratio reduced while two other schools had their ratios lowered to the under 300:1 range. In the present year (1971-1972) no further improvement was made.

It is true that the student-counsellor ratio for individual schools fluctuates annually mainly due to changing enrollment and changing staff utilization. There should, however, be a degree of stability for the whole city due to the number of students involved and thus any change in the overall figures would appear to be significant.

3. Range of Student-Counsellor Ratios

Each year for the past three years the Student-Counsellor ratio has ranged from approximately 200:1 to 550:1. Obviously each school has the perogative to establish priorities and assign staff. Without some clear external guidelines for establishing a student-counsellor ratio, based on established criteria, it is difficult to determine the student counselling need in each school. However, we believe that these student needs cannot be adequately met with ratios higher than 250:1.

4. Staffing

Budget limitations have forced some schools to have more part-time teachers and unqualified teachers, in the Guidance programme. At one extreme is a school with eight part-time Guidance-teachers (certainly not counsellors) with a total equivalent time of 1.2 full time counsellors and none of them have any qualifications in Guidance.

5. Programme

In 1971-1972 there have been few staff reductions but in one school the squeeze has produced the following effects on the programme when the counselling time was cut by one full time counsellor (a 25% reduction):

- interviews to check progress, to develop future plans and to provide orientation to the school and Guidance programme have been reduced by about 50%.

5. Programme (cont'd)

- follow-up interviews have been reduced by about 50%
- requests for interviews have backed-up as much as two months.
- counselling effectiveness has been reduced as time pressures build with the backed-up requests.
- the increased responsibilities that students have had to assume have resulted in poor student decisions.
- contacts with parents have reduced by about 25%.
- contact with community resources have been reduced.

6. How low can the student-counsellor ratio go?

It would be foolish to think that increasing a guidance staff without limit would continue to improve the service to the students. What the most satisfactory ratio is depends on several factors but we believe that a ratio over 300:1 is usually not effective and that a ratio under 200:1 probably cannot be economically justified.

7. Everybody should be a counsellor?

There are many respected experts in mental health who share the believe that one of the problems in school groups, as with many other groups, is poor human relations. It is stated that we don't really listen to other people, that we don't really care about other people and that we don't attempt to really understand other people's feelings. School counsellors agree that the total school community should be working toward improved human relations. To this end teachers and students obviously share the greatest burden of responsibility. The role of counsellor may well be to act as a catalyst.

There have been suggestions that counsellors are not necessary - that this catalyst is not essential. We believe that there is no evidence to support this claim. We have found that teachers spend so much time teaching and doing remedial work with students that to add other responsibilities is not really possible. We also believe that, as in business, education has become so complex that specialists are required.

Teachers are included in the Guidance programme as much as possible. They provide very important assistance in such areas as course selection, career planning, study skills, and learning difficulties.

To this point in time there is no evidence that involving other persons in the Guidance programme has any effect on reducing educational costs by reducing the need for counsellors.



A COMMITTEE REPORT COMPLETED FOR THE

ONTARIO SCHOOL COUNSELLORS' ASSOCIATION

NOVEMBER 11, 1971

THE ONTARIO SCHOOL COUNSELLOR

HIS PHILOSOPHY

WHO HE IS

WHAT HE DOES

A report prepared for presentation to the members of the Ontario School Counsellors' Association at their Annual Conference in Sudbury, Ontario, November 11th, 12th, and 13th, 1971.

Annual Meeting on Thursday, November 11th, 3:00 p.m.

COMMITTEE MEMBERS

Miss Marion Axford.....Scarborough
Mr. Gerald Blake.....Sudbury
Mrs. Nan Davies.....Mississauga
Mr. Ellis Evans.....Toronto
Mr. Howard Good.....Kitchener
Mr. Don Hillis.....Ingersoll
Miss Pat McDermott.....Downsview
Mr. Bill Prudham.....Owen Sound
Mr. Orv Watson.....Toronto
Mr. Gord Watts.....Guelph
Dr. Pierre Turgeon.....Ottawa

Chairman: Mr. Burt Sellick, Thunder Bay

The Overall School Counselling - Its Philosophy

Counsellors believe that Counselling and Guidance is a point of view, an emphasis in the total educational experience. Counselling and Guidance, as an integral and essential component of each school programme, is available for all students in the elementary and secondary schools.

Counsellors recognize and appreciate the responsibilities of the teacher and other school personnel in the counselling and guidance process, and therefore work with them as a team to assist the individual student to grow in self-esteem, to recognize his abilities and his limitations, to evaluate possible alternatives in his actions, and to view himself positively as he moves toward realistic goals and the optimum development of his potential.

Counsellors believe that the personal perceptions of the student and his attitudes and values, are the bases from which he develops his uniqueness as a person.

Counsellors believe that if students can experience a caring, accepting, and non-evaluative relationship with a counsellor, the students will make intelligent decisions which are based on an improved insight and understanding of themselves.

THE ONTARIO SCHOOL COUNSELLOR - WHO HE IS

1. A professional person who demonstrates integrity, warmth of understanding, confidentiality, and conscientiousness. He holds a permanent teaching certificate and a Specialist Certificate in Guidance, valid in Ontario.

2. An integral part of the school teaching staff, a member of student services team, and a person who honours the Ontario School Counsellors' Association Code of Ethics.

3. A person who accepts as his prime responsibility the counselling of students - listening to and talking with them about those things which are most important to them at that particular time in their lives.

4. A person who as a counsellor, involves himself in consultation with colleagues, administrators, parents,and outside agencies.

5. A person who, as a result of his professional training and development, demonstrates competence and skills in the area of human relations.

6. A person who seeks constantly to improve his professional competency through reading, attendance at conferences, seminars, workshops, and in-service training. He encourages a similar attitude in his colleagues.

THE ONTARIO SCHOOL COUNSELLOR - WHAT HE DOES

1. He seeks to help the student through counselling to understand and to accept himself and to develop independence in handling his own problems.

2. In order to encourage the student to make realistic educational and vocational plans:

   (a) He assembles and maintains, in an attractive and orderly manner, a guidance information centre with up-to-date pertinent information concerning school curricula, opportunities for further education, and career opportunities.

   (b) He may also direct students and parents to alternate sources of appropriate information.

   (c) He facilitates opportunities for students to meet on a personal basis, experts in many fields of educational and vocational endeavors.

   (d) He promotes orientation programmes and facilitates liaison at all educational levels.

3. He consults with other helping services and/or community agencies, and participates in case conferences as needed, to obtain assistance for the special needs of students.

4. He is involved in the coordination and administration of standardized group tests and in the interpretation of the results. He refers when appropriate, to psychological services for individual assessment.

5. He assists the administration in the selection and placement of students in suitable courses, classes, and schools.

6. He utilizes in a professional manner, and fully for the student's benefit, the information available in the Ontario School Record.

7. He is concerned with and involved in the continual appraisal and improvement of counselling and guidance services.

8. He participates in curriculum development.

SUBMISSION TO

THE PROVINCE OF ONTARIO'S COMMITTEE

ON THE

COSTS OF EDUCATION

BY

THE ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS INC.

INTRODUCTION

1. The Ontario Federation of Home and School Associations Inc., is pleased to present this Brief to the governmental Committee established to study the cost of education in the elementary and secondary schools of Ontario, and does so on behalf of its members as well as on behalf of all children who are students in the public schools of this Province.

2. This Brief is based on the policies of the Federation as set forth in resolutions passed at its annual meetings and as outlined in previous Briefs prepared by the Federation.

3. In addition, it includes reference to the results of a questionnaire on education costs circulated recently to affiliated Home and School Associations and Councils. A summary of the returns from the questionnaire is attached to this Brief for information and interest.

4. Throughout the preparation of this Brief, the Federation's theme for the past two years, "Remember the Child - Involve the Student", has served as the guiding principle for deliberations and recommendations.

5. The Federation has long espoused and continues to espouse that abstraction, "equality of educational opportunity", and over the years, has been grateful that its recommendations and suggestions for change and innovation have been so well received by our Department of Education.

6. However, taxpayers have been remarkably patient and generous in their support of education over a long period of unparalleled expansion and rising costs. Upgrading school systems, building new schools, renovating old ones and the attending costs of staffing and equipment, must relate to the resources of the community.

7. Therefore, recognizing that educational costs must be kept within the realm of the possible, The Ontario Federation considers that the quality of services offered must be maintained in administrative, plant and teaching areas, and that economies can be realized by postponing the expansion of services and the acquistion of the glossier accessories until funds are available. Indeed, in addressing itself to the areas of study with which the Committee on Education Costs has been charged, the Federation believes that all effort must enhance and enrich the educational experience of the young student and that all effort is wasted unless the best interests of the child and student are served.

IMPLICATIONS OF CEILINGS ON EXPENDITURES BY LOCAL SCHOOL BOARDS

8. Consultations were conducted by the Federation with Trustees, Principals, Teachers, Administrators and Business Officials representing jurisdictions in large urban centres as well as in smaller population areas. All recognized that educational costs have increased alarmingly and that public resistance to the progression of annual property tax increases related to education has reached a dangerous level which could well lead to a regressive backlash.

9. Since the brunt of public dissatisfaction was directed primarily toward the Provincial Government with the resulting provincial commitment to increase its share of educational costs, it was considered logical by those consulted that increases in cost sharing imposed at the provincial level would result in expenditure ceilings. To do otherwise would be tantamount to writing a blank cheque, and no prudent person would do this. Therefore, the Federation commends the Government of Ontario for its sensitivity to public opinion, and for its forthright determination to respond positively to increasing pressures.

10. Those consulted considered that to date, the decision-making process and autonomy of local Boards has not been affected, and would not be affected in the future except for limitations on the total amount of money to be expended. They also considered that how and on what it is expended should continue to rest with the local Board having regard for the educational needs and expectations of the community served. All were confident that the autonomy of local Boards had not been placed in jeopardy because of these ceilings.

11. Although some Boards have experienced the difficulties of adjustment, adaptation and re-assessment of programmes and services, those which had established reasonable guidelines prior to the establishment of cost ceilings were not experiencing the need for undue modifications in curriculum, services, pupil/teacher ratio or judicious planning for innovation. Others considered that the

imposition of such ceilings would result in better value for the educational dollar with respect to programmes, services, and personnel, and that, in order to make decisions between conflicting demands on limited resources, techniques must be developed which will promote a clear definition of objectives, criteria for analysis and assessment of those objectives, and ultimate evaluation of them.

12. The Federation shares these convictions, but questions whether cost ceilings may have the long term deleterious effect of discouraging the evolvement of superior systems throughout the Province. Thus to avoid widespread acceptance of mediocrity, the Federation urges consideration of feasible means by which this evolvement will be encouraged and indeed fostered in accordance with local expectations and needs, and having regard for established cost ceilings.

USE OF FINANCIAL RESOURCES

13. Over the years, Ontario children have reaped the benefit of Ryerson's foresight in convincing the taxpayer of his responsibility to educate all children regardless of their parents' means or place of residence, and the entire provincial community owes a debt of gratitude to Ryerson and his conscientious successors for ensuring that educational resources have been provided in a climate and framework which has remained outside the local political arena. The Federation considers that the continuing retention of this principle is essential lest the future welfare of children be prostrated in the wake of local

political expediency, other community aspirations and needs, or pressures pursued by vested groups for their own benefit alone. The educational dollar should not be placed in competition with roads or artificial turf.

14. The wonders of electronics must enhance rather than be an end in themselves. The Federation commends the Province of Ontario for its establishment of The Ontario Educational Communications Authority (O.E.C.A.) through whose mandate all interest and age groups, from pre-school to adults, can enjoy a valuable educational experience both in school and in the home. The Federation is proud of the provincial, national, and international acclaim accorded to O.E.C.A., and hopes that its contributions and achievements will be continued.

15. During the decade of the sixties, the continuing development of technological hardware and the increase in variety and sophistication of such hardware has contributed greatly to increased costs. Continued assessment of this hardware is essential to ensure its value and relevancy to the student's educational experience and its supportive value to the teacher in his efforts to provide this experience in a dynamic fashion which will stimulate students' ongoing interest and effort. Surely technological innovations must serve rather than rule, and should perform an auxiliary role to the teacher rather than serving as a focal point around which the classroom and its activities must revolve.

16. The quantity and sophistication of technological hardware presents complex problems for most Boards of Education, and decisions with respect to purchases often lack the advantage of objective testing and assessment. Therefore the Federation urges the establishment of an impartial testing centre or the use of an existing agency such as the National Research Council which could test educational hardware, assessing its operative ease, durability, performance and portability. Such data should be distributed to Boards and other appropriate local groups for their assistance in purchasing such equipment.

17. New innovations in educational technology such as video cassettes has not yet stabilized in the market place, and the potential for obsolescence is a very real danger. There is a wide range of standards in equipment, leading to confusion and introducing a note of possible incompatibility between brands, such as has developed in tape recorder equipment. This confusion and incompatibility may reduce the use of equipment and can certainly prevent the sharing of equipment between schools and school systems. For example, West Germany has adopted 8 mm cartridges for educational use. The Federation suggests that the possibility and desirability of standardizing particular systems for educational use be investigated in order to promote greater use of equipment and its potential for shared use.

18. Industrial and commercial involvement in education is a recurring theme in informal discussions of educational finance as well as in discussions at educational conferences, and although industrial and

commercial involvement may be valid with respect to their own requirements, with respect to their contributions in the area of "on-the-job" training and "in-service" training, and with respect to their provision of materials and equipment in accordance with specifications and needs, care must be exercised to avoid the unreserved application of industrial and business standards of measurement of efficiency to education.

19. The provision of organized core material could be a useful and valuable resource to teachers, and could assist students in the sound mastery of skills and basic knowledge, permitting the teacher to supervise, encourage and diagnose the problems of individual students. Such a climate would promote positive relationships between teachers and students which are so essential to the students with learning problems. However, resource materials of this nature must be developed by the professionals of our educational community and not by the business community.

20. Concern has been expressed concerning the use of educational operating funds for non-classroom staff, the frequent confusion between the roles of staff and line personnel in the various administrative units, the loss of outstanding teachers to administrative and consultative duties, and the expansion and extension of the school's role in the provision of services.

21. It was considered that the communication of innovative practice can be accomplished most effectively among peers and that the acceptance of innovations would be encouraged by observing it in practice. Consultants, functioning as master teachers in their own classroom, would be available

for consultation and practical advice, and would welcome visits from other teachers within their Board's jurisdiction as observers. Although professional status and financial implications for such consultants should be commensurate with their added responsibilities, it was considered that this tangible recognition of excellence would be less costly than removing such teachers from the classroom, providing administrative support for their efforts, transportation costs, and the salary of an additional classroom teacher. This suggestion is equally applicable as in-service training for Principals.

22. A review and assessment of the work done by professionals which might be done by less costly clerical workers would be helpful. It has been suggested that the quantity of such work may be greater in the elementary panel since clerical assistance for the secondary panel usually exceeds that accorded to elementary schools. A review of such tasks would appear valid even though elementary school enrollment has decreased and attrition rates in the secondary panel indicate a decline in enrollment in progressively higher grades.

23. The establishment of cost ceilings demands a re-assessment of expenditures which are not, in the traditional sense, educational expenditures. Necessarily, such a re-assessment will take into account the goals and expectations of the community concerned, the quantity, kinds, quality, and extent of services required, and an exploration of services to ensure that costs for such services are truly the responsibility of education. Many services and activities are conducted in schools which

may perhaps be the responsibility of other jurisdictions - provincial, regional and municipal - even though the school may be the most appropriate vehicle in the community and teachers may be the persons most able and qualified to conduct such programmes. For example, does responsibility for health education, physical fitness, and psychological services properly rest with the Department of Health either provincially or regionally or both? To what degree are these services already available to Ontario citizens through government sponsored and private medical insurance programmes to which contributions have already been made? Necessary and valuable co-operation is accorded by most Principals and Teachers to agencies representing correctional, probational, and social services, and delegation of their other duties is necessary often demanding an additional staff member for this purpose. Although such co-operation is both necessary and desirable if the best interests of the child are to be served, should education accept full responsibility for it?

24. It is often difficult to delineate clearly between education in its broadest sense and recreation in its broadest sense. Adult education and interest groups requiring adult guidance with accompanying remuneration might fall into this category and some of these services may be the responsibility of municipal recreation services.

25. Defining and isolating these responsibilities will be difficult. Negotiating the transfer of these responsibilities to the appropriate levels and departments of government and agencies may be even more difficult, and reduction of costs to the taxpayer may be negligible.

However, for too long, education has been the catch-all, and has willingly accepted responsibility for necessary community services. With public pressure for meaningful reductions in educational costs, it becomes essential that costs relating to services provided in elementary and secondary schools be specifically defined so that the true cost of education can be reflected more accurately.

26. The Federation does not suggest the removal of necessary services, but urges the examination and identification of services provided which are properly the responsibility of other branches of government with a view to appropriate financial adjustments.

27. Recognizing that the interests of a child are best served when all agencies work with him and for him in a co-operative, integrated fashion, and recognizing that a co-ordinated team approach will expedite the solution of his problems without duplication of effort, the Federation recommends the establishment of a school-centred inter-agency to provide integrated services in such areas as recreational, correctional, probational, mental and physical health, physical fitness and social services. Under this arrangement, the agencies concerned would be expected to contribute financial assistance to the extent that school and Board Staff are involved in the provision of such services. Such co-operation, co-ordination and integration, applied in the local school, should promote similar co-operation and co-ordination at other levels of government.

28. Cost ceilings require that priorities be established by Boards, and various forces demand reconciliation in this connection.

The degree of citizen and teacher participation and involvement in the establishment of priorities varies markedly from jurisdiction to jurisdiction. Such involvement may be actively promoted and pursued in a meaningful fashion or it may be of token nature only. Surely effective communication with parents and other citizens is essential to the establishment of wise priorities if the school system is to serve the students and the community well, and surely effective communication with teachers and principals is equally essential to ensure that programmes and procedures are truly serving the needs of students and that resources are adequate to serve these needs. Well compensated teachers without adequate back-up resources would suggest poor economy.

29. Equipment and materials used in schools are of great variety and considerable freedom of choice is extended to Principals by their respective Boards. Although large quantities and more costly items which may require a degree of negotiation can benefit from a centralized purchasing activity, policy for the use of discretionary funds by classroom teachers as well as principals is worthy of study with respect to processing requisitions involving small amounts and time lapse between requisition and receipt. Delegation of requisitional and purchasing authority would introduce necessary limitations to ensure financial control and at the same time provide an adequate degree of flexibility for the teaching function.

30. Boards might assess "rent or buy" factors when considering

the acquisition or replacement of instructional and operating equipment. Similarly, these factors should be considered in decisions governing the acquisition of student transportation services.

31. A brief review of open concept, team teaching and continuous progress schools led to the conclusion that an atmosphere conducive to innovation is more important than building design and construction. It was considered that flexibility on the part of the Principal creates this atmosphere, and is the primary factor in innovation at the school level. A school which provides areas for individual, small and large group instruction is an ideal goal, but is only successful when flexibility and adapability are present in both Principal and Staff.

GRANTS

32. The Federation recognizes the efforts of the Department of Education to integrate the public school system from Kindergarten to Grade 13, and applauds the 1972-73 per capita grants in which equal increases were allocated for elementary and secondary panels. However, it is hoped that the traditional split of a higher percentage for the secondary panel will not emerge when translated at the local level.

33. Over the years, the Federation has emphasized that the early years of childhood are most important to the intellectual, emotional and social development of well-adjusted, contributing citizens, and is gratified to note that this principle is accepted by all those who work with and for children. Surely the early school years must be accorded financial resources which will permit adequate provision of a low

pupil/teacher ratio in the early years, personnel who are interested in working with young children, and who are trained to do so. Educational goals will be enhanced considerably thereby at the local level as true recognition of the importance of the early years of the elementary panel increases.

34. Equalization of per capita grants for elementary and secondary students demands recognition of equipment costs for secondary schools, some of which are expensive to acquire initially, expensive to maintain, and even more expensive to ensure timely compatibility and relevancy to the world of work. A full panoply of such equipment is beyond the reach of most Board jurisdictions, and other means of providing industrial and commercial training should be explored in consultation with industries which are served by a particular school district. Provision of basic industrial and commercial training followed by arrangements for "on-the-job" or "in-service" training should be explored.

35. Therefore, although the Federation considers that the equal increases in per capita grants for both elementary and secondary levels is re-inforcement for Kindergarten to Grade 13 integration, it suggests that, to reflect integration fully and to accomplish it ultimately, equalization of the per capita grant must be the goal.

36. The Federation recognizes and commends the many areas in which provincial resources initiate, support, and encourage contributions to local learning experiences, such as O.E.C.A. referred to in paragraph #14 above. The Ontario Institute for Studies in Education can be cited as

another outstanding example, and although less obvious to the general public, its tangible contributions to education in the field of research have promoted and will continue to promote excellence in Ontario education and will also permit the intelligent formulation of realistic plans and feasible innovations.

37. However, the value of research projects undertaken locally is also important if the Institute's importance is to have value for Ontario citizens. Therefore, the Federation commends the establishment of "Grants-in-Aid". These grants appear to be available primarily to Universities and large Boards, and the Federation suggests that their extension to the teacher level would stimulate and encourage practical innovation and experimentation in Board jurisdictions in which financial manouverability has been curtailed because of current cost ceilings.

38. The Federation also suggests that Foundation Grant allocations for research and innovation might be explored by teachers at both the elementary and secondary levels, and that funds available from such sources could contribute to the development of the superior systems referred to in paragraph #12 above.

39. It is regrettable that availability and terms of reference for such grants are not always familiar to teachers, and that teachers often lack the expertise necessary for the successful accomplishment of research projects. Therefore, the establishment of courses to instruct teachers in this area would be useful. Such courses could be presented in Teachers' Colleges and Colleges of Education for student teachers, as

certificate courses in the summer, and locally as "in-service" training programmes for practicing teachers. The introduction of innovative practices tailored to the needs of a specific class situation are often less costly than broad application with its attending administrative and project modification costs. Flexibility is a necessary ingredient for innovation and research, and is more readily achieved in a local situation than in a broadly-based programme.

PROJECT FIND-OUT

40. Project Find-Out, a questionnaire circulated to all Home and School Associations and Councils in Ontario in November, 1971, requested information relating to class size, budget reductions to date, and parental views concerning priorities for such reductions necessary following the establishment of cost ceilings. Associations and Councils were advised that questionnaires could be considered by individuals, an Association or Council Committee or Executive Committee. A total of 198 replies were received, 61 from individuals, 34 from small groups or Committees, 95 from Executive Committees, and 8 from school Principals. A summary of these replies and a copy of the questionnaire appear as appendices A and B to this Brief.

41. Information concerning current class sizes noted that there are 848 primary classes with an average of 28.6 students, 878 junior classes with an average of 30.7 students, 300 intermediate classes with an average of 35.3 students and 15 grade nine classes with an average of

26.7 students.

42. Replies revealed that, compared with 1970, 79 schools had larger classes in 1971, 56 had smaller classes, and 63 reported no change.

43. Respondents were asked to specify a "realistic" class size, and although the overall average was 25.5 students, 16% qualified their replies suggesting variations related to grade level and age grouping with a 23.9 average accorded to primary classes, 28.4 to junior classes and 31.1 to intermediate and senior classes.

44. Some 179 respondents recommended 30.1 students as the average acceptable maximum class size, and 44% of these specified exactly 30 as the maximum. These figures indicate that parents favour smaller classes particularly in the early grades, and would not welcome any increases in class size. The Federation considers that, although rates of mobility and schools which must cope with multiple community problems, are essential considerations especially in central core and inner city schools, in the final analysis, the actual classroom setting is of primary importance to parents rather than the pupil/teacher ratio which is governed by so many other factors and which does not reflect actual class size.

45. No programme changes were reported by 105 respondents and five schools reported gains in services such as remedial and gifted student programmes. Reductions in services were reported by 93, and these changes are noted on page 1 of appendix A.

46. Respondents were asked to list those items which, in their view should have been reduced to accommodate essential activity within cost ceilings. A summary of preferred items for disposability or reduction is included on page 2 of appendix A. It is interesting to note that once again, items having impact on the classroom setting are low on the disposable list.

47. If the results of our Federation's questionnaire are indicative of parental opinion across Ontario, Boards which reduce teacher and library services, place more than 30 pupils in each classroom, or effect economies which detract from a positive learning experience may find little support from parents. However, it must be emphasized that the limitations of the present study can only suggest trends and possibilities for further research at the local level. Therefore, the Federation urges that Boards of Education, in their conscientious efforts to effect necessary economies, be encouraged to conduct their own research programme to ascertain parental expectations for their children's education and the priorities which will promote these expectations.

RECOMMENDATIONS AND CONCLUSION

48. Recommendation # 1 - That techniques be developed which will promote a clear definition of programme and project objectives, criteria for analysis and assessment of these objectives and their ultimate evaluation, (See paragraph #11)

49. Recommendation #2 - That educational resources remain free of local political expediency and from competition with other community needs and aspirations in accordance with the principle established by Ryerson. (See paragraph # 13)

50. Recommendation #3 - That an impartial testing centre be established or that an existing agency such as the National Research Council be requested to test educational hardware, assessing its operative ease, durability, performance and portability, such data to be distributed to Boards and other appropriate local groups for their assistance. (See paragraph # 16)

51. Recommendation #4 - That the possibility and desirability of standardizing technological hardware and software systems be investigated in order to promote greater use of equipment and its potential for shared use. (See paragraph # 17)

52. Recommendation #5 - That services provided in the public educational system which are properly the responsibility of other branches and levels of government be identified and examined with a view to appropriate financial adjustments, and that a school-centred inter-agency be established to provide integrated services in such areas as recreational, correctional, probational, mental and physical health services and education, and social services, financial resources for such an agency to be provided by the agencies involved. (See paragraph #27)

53. Recommendation #6 - That per capita grants for the elementary and secondary panels be equalized to promote the accepted concept of Kindergarten to Grade 13 integration, and in recognition of the importance of the early school years. (See paragraph # 35)

54. Recommendation #7 - That economies necessary to accommodate established cost ceilings be initiated without reducing the effectiveness of the teaching function or the positive learning climate of the classroom, and that Boards of Education be encouraged, through local research, to assess parental expectations for their children's education and their considered priorities for the promotion of these expectations.(See paragraph # 47)

55. Recommendations have been limited to seven although content of this Brief suggests a number of other considerations which pertain to ultimate recommendations, and these areas are commended to the Committee's attention.

56. It is tempting to apply industrial standards of measurement and efficiency to education, but productivity in education is not merely the counting of units produced in a given period. It is the development of a human being, and this makes education a unique enterprise.

57. The two opposing positions of business efficiency versus humanist must be reconciled, and foreboding backlash in the face of rising costs must be forestalled or the tragic results will be repented at leisure. Synthesizing these two positions must be the goal of the Province of

Ontario's Committee on Education Costs if quality of education as well as diversity and relevancy of programmes is to be maintained at realistic costs.

58. Accountability is a popular word just now. It calls to mind accountability to those who pay the bills, and is usually surrounded by visions of dollar signs and dozens of dancing digits. However, there is a far more essential and pertinent accountability - accountability to the future generation which is moving through our schools right now, and which, in a few years, may ask "WHY" or indeed, "WHY NOT".

59. The Federation offers appreciation for this opportunity to present the views and considerations of its members, and is confident that all deliberations and conclusions will hold the present and future welfare of the child and student in a priority position.

Prepared by:

Special Committee on Education Costs,
The Ontario Federation of Home and
School Associations, Inc.

APPENDIX A

Summary of Project "Find-Out"

In November, 1971, questionnaires on class size and budget cuts were sent to all Home and School Associations in Ontario.

By December 31st, 198 replies had been received, and the following information was compiled:

The average size of 848 primary classes was 28.6 students; 878 junior classes averaged 30.7 and 300 intermediate classes averaged 35.3.

The 15 grade nine classes averaged 26.7.

Compared with last year, 79 schools had larger classes this year, 56 had smaller classes and 63 remained the same as last year.

Respondents were asked to specify a "realistic" class size and overall - this average number of students was 25.5, but most suggested variation with age of student.

Primary classes should average 23.9, junior 28.4 and intermediate and senior 31.1 pupils. 16% made this qualification - relating them to age levels on their own initiative.

The maximum limit on class size recommended by 179 respondents averaged out to 30.1 students. 44% indicated exactly 30 as maximum size.

When asked whether program changes were apparent this year owing to budget cuts, 93 reported YES and 105 reported NO CHANGE.

Five schools reported gains in services, remedial help and gifted students program. The remainder indicated reduction of program with the following frequency:

No. Cases	Reductions
15	Number of teachers; Library services
10	Consultants
9	Music remedial
8	Caretaking, Field trips
7	Buildings
6	Supplies
5	Supply teachers
4	Equipment
3	Supervision time for Principal and Vice-Principal
3	Art,French,Secretarial,Proposed new programs
2	Home economics, Industrial arts
1	TV,Extracurricular,number of superintendents, text books, playground repairs,maintenance, landscaping.

After reporting what reduction HAD been made in their schools, respondents were asked to name, in order of priority, the items they thought SHOULD HAVE BEEN REDUCED, in order to effect economics.

First priority items were weighted four points each, second priority three, third priority two and fourth priority - one, to establish an INDEX OF DISPOSABILITY which would take into account each respondent's strength of priority.

The most disposible services and programs were:

		Disposability Index
1.	Administrators, co-ordinators and consultants (Separately, Administrators earned 80 points and co-ordinators and consultants - 49 points)	129
2.	French programmes	100
3.	Bus trips	44
4.	TV and AV and material items	39
5.	Swimming	34
6.	Extravagant buildings and furnishings	27
7.	Psychological testing; Home Economics and Industrial Arts	25
8.	Music	23
9.	Kindergarten and Junior Kindergarten	16
10.	Guidance	15
11.	Physical education; special education	13
12.	Teachers and their benefits	12
13.	Library	10
14.	Caretaking and Maintenance	9
15.	Outdoor education - Health Services - Lunch Supervision	7
16.	Professional Development Fund, Violin, Remedial, night school, OISE, Art, religious education, Dept. of Education services, business costs, New Canadian classes, day assistants.	6 and less

Boards who cut teacher and library services and put more than Thirty pupils in each classroom might find less support among their parents than those which apply reductions to administrative staff and French programmes, if these findings could be generalized to the Ontario community.

However, it must be emphasized that each area should do its own research to indicate parents' feelings about their own educational programmes; the present study is too small to do more than suggest interesting possibilities for further, more local research.

The present study findings, were contributed by 61 individuals, 34 small groups, 95 Home and School Association Executive groups and 8 Principals..

RUSH YOUR PROMPT REPLY IS ESSENTIAL RUSH

1. Please complete the following table, including Special Service classes.

Grade	No. of Classes	Number of Pupils in each class
Jr. K.		
K.		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Special		

If your Association services a secondary school, please provide similar information on reverse side.

2. Are most of the classes larger /___/ or smaller /___/ than in 1970?

3. In your view, what realistic number should be in a class to ensure a positive learning experience for your child? /___/

4. In your view, what maximum number of pupils in a class would be acceptable? /___/

Comment.

5. Have you observed any change in the programmes or services provided in your local area resulting from the imposition of expenditure ceilings? Yes..... No.....

Comment.

6. If withdrawal of some programmes or services became necessary in order to accommodate the financial ceiling, which programmes or services would you discontinue? Please list in order of priority, and give reason.

Programme or Service	Why

This questionnaire was answered by an individual /___/
A small interested group or committee /___/
A Home and School Association or Council Executive /___/

PLEASE MAIL BY NOVEMBER 26 FOR COLLATION ON NOVEMBER 29, 1971,

Brief Submitted to the Committee on the Costs of Education, by the Education Committee of the Dundas Voice of Women

In order to make one proposal which would contribute to the better use of the financial resources being provided for elementary education in Ontario, and for the attainment of the educational goals as set forth in the official Guideline for Geography, History and Government Social Studies, Intermediate Division, our Dundas VOW group in 1971 made a study of all the social studies texts currently being used in the schools of Ancaster and Dundas, in grades 7 and 8. Primarily we wanted to see what was being taught in our schools about such topics as Canada's role in the world, and her relations with other countries. We wanted to know if the students were being made aware of the real issues of today, and what attitudes they could be expected to absorb about other groups whose backgrounds were different from their own. It was only after our study was completed that we realized that the textbooks in use were, on the whole, a waste of the taxpayer's money. The reason they were such a tragic waste was the huge gap between the reality (what was, in fact, being used) and the ideal (the precepts set forth in the official Guideline).

We read 24 texts. Seven books were not particularly relevant to our study, being either atlases or source books. We examined closely 8 history books and 8 geography books.

Given that "the function of Geography in school is to train future citizens to imagine accurately the conditions of the great world stage, so that they may think sanely about political and social problems of the world" [1] we found only one book which we felt could help accomplish this aim. It is Canada: A New Geography, by Kruger and Corder (Holt, Reinhart,

[1] Guideline for Geography, History and Government Social Studies, Intermediate division, p. 4.

1968). We recommend it highly because:

(1) It is the only book which seemed adequately to discuss Canada in relation to the rest of the world.

(2) It was well written.

(3) The questions asked throughout the text were such as to really involve the students. For example, after making a list of the factors which unify and divide Canada, the students were asked to decide which list provided the most powerful factors (p. 64).

(4) Both points of view were given. For example, in discussing foreign aid, the text says, "It is only fair to mention that in helping others, Canada is often helping herself" (p. 29). Such fair-mindedness was startlingly absent from the other geography texts.

We feel that financial resources would be well spent on the widest possible circulation of this text. In contrast we feel money could be saved by phasing out the other Canadian geography books we read. Our review of Geography for Canadians is fairly typical: "This is a dull book, with a somewhat patronizing attitude to native peoples and inadequate treatment of such matters as conservation and pollution. There is little discussion of Canada's relation to the rest of the world....."

We also examined four Geography books dealing with the United States and Latin America.[2] These books were so boring that our readers could hardly remember details as they read. Surely they tell more than any student wants to know about trade, agriculture and climate, and not nearly enough about people and the social situation.

The student would be inadequately prepared to understand news accounts of political and social events of these countries on the basis

[2] See annotated bibliography.

of reading the texts listed. The information on Cuba, from Southern Lands (p. 10-11), is a typical example of these insipid texts.

"Cuba is highly developed industrially. It has a fine system of transportation with several ports and airports. While Cuba is an independent country, most of its industry had, until recently been owned by [illegible] companies and investors. This has created numerous problems for the Cuban people. The country is going through a period of change, in which the government is actively promoting Cuban ownership.

Cuba's crops are much the same as those of the other West Indies. It leads the world in the export of sugar..... Cuba has great mineral wealth -- copper, iron, chromite, nickel and manganese are found. Havana the capital, is a large city, and a favorite with tourists".[3]

What problems? What sort of period of change? Does anyone at this grade level really care about the country's supplies of chromite? These books give so little relevant information that they seem virtually worthless. Therefore it seems to us that the cost of providing them, whatever it is, is excessive and could be better spent commissioning some more educationally suitable material.

Concerning the history books we read, we felt that none of them would be very useful as tools to help achieve what the Guideline states to be the main purpose of any course in history which "Should be to encourage a continuing interest in the subject, and to develop a historical attitude...."

In all the books, Canadian history is made to seem incredibly dull. All employ a straightforward narrative style. Students get very little chance to consider alternatives. Each war or "massacre" seems inevitable. Perhaps some were, but a discussion of why times of peace were followed

[3] Geography: History and Government Social Studies, Intermediate Division p. 77.

by times of violence, might make the subject one of more "continuing interest" and less one to be learned by memorizing.

The Guideline states: "it is the duty.....of the teacher to present as true a picture of the past as possible".[4] However, we feel that the role of the Canadian Indian is presented, in these texts, in such a negative way that our students are given a serious distortion of the truth. The texts are thus subverting the educational goals. Often this bias is quite subtle. For example, following a good description of a presumably 17th century Iroquois dwelling, there is this paragraph:

"To the Indians such conditions seemed reasonably comfortable, although a modern family would find them almost unbearable. Smoke hung in slow moving swirls, unpleasant odours filled the air, cold draughts swept through the cracks, children shouted and screamed, and women quarrelled." [5]

This is unfair. A modern family would find most 17th century houses unbearable. Children shout and scream all over the world. Why does the author feel the women would be quarrelsome?

Why not tell in more detail the Indian contribution to the survival of the explorers and early settlers? How did the explorers manage to get through their first Canadian winter after all? Often these contributions are described in a patronizing way. And why should the League of Six Nations be dismissed with the sentence "it must be remembered that few, if any Indians in North America were capable of creating such a system of intertribal government"? [6]

[4] Geography: History and Government Social Studies, Intermediate Division p. 77

[5] George E, Tait, Fair Domain, p. 30.

[6] George E. Tait, Fair Domain, p. 33.

It is important to look at the way the Indian is treated in these texts because a child's attitudes to our native peoples cannot help influencing his attitude to other non-white races.

We consider that the money spent on providing these texts which are of such little real educational benefit to the student to be money wasted. Money could be more effectively spent by providing fewer books which give more than one point of view, rather than being spent, as it is now, in providing a multiplicity of books, all saying much the same thing, in an equally bland way.

In an editorial in the Hamilton Spectator (June 23, 1971) the writer states that it is a fact that everywhere these days there are groups and individuals trying to ferret out what they consider to be prejudices, and "noise them abroad".[7]

It is true that citizen concern and participation has been growing of late. We ourselves are aware of the dangers. If we voice our concern to the local educational authorities we risk being considered meddlesome, merely another vocal minority. On the other hand Committees such as this one regularly place advertisements calling for citizen briefs in the very newspapers that editorially most resist change. We are unequivocally grateful to the Ontario educational authorities who set forth in Guidelines what any concerned layman can see are excellent and valuable goals for Social Studies. Equally we are unequivocably appalled by what our children daily face in their classrooms (we have stressed the one exception earlier in this brief). Surely the purpose of our brief is to try, as economically as possible, to bridge that chasm between idealistic theory and realistic practice.

[7] The editorial in question is included at the end of our annotated

Our recommendation therefore, is that the texts be re-evaluated, with a view to phasing out those which hinder the attainment of the desired educational goals, thus creating a substantial saving to the taxpayers.

Sincerely,

Martha Goodings

Martha Goodings
(for the Dundas Voice of Women).

Bibliography

Canadian Geography

Braithwaite: Land, Water and People

This seems a good factual book about Canada's physical geography. The suggestions for projects are interesting, and there is good discussion of conservation needs. It is disappointing because its treatment of man's relationship to his environment is barely developed.

Fels: Geography for Canadians

This is a dull book, with a somewhat patronizing attitude to native peoples and inadequate treatment of such matters as conservation and pollution. There is little discussion of Canada's relation to the rest of the world. The question sections are reasonably good, but the book is unlikely to inspire much interest.

Corder, Kruger: Canada, A New Geography

Highly recommended.

This book is full of stimulating questions, and suggestions for activities, nearly always using the students' own surroundings and experience as a starting point.

Controversial subjects are not avoided but are introduced for discussion, with care being taken to present various points of view.

Minority groups seemed to be fairly represented.

The book is well illustrated with photographs and diagrams and could be expected to stimulate many students to take an interest in, and appreciate the many aspects of life in Canada.

Sagar, Darroch and Jardien: Geography of Canada

This book seems to overwhelm one with facts. However it might be useful for doing an intensive study of a particular region.

Wahl: This Land

This book would be more interesting if the physical geography discussed could be shown to have some connection with the lives or interests of the students.

United States and Latin America

Hildebrand and Quick: Beyond Our Borders

This book gives a fairly good picture of what the various regions in the U.S. are like. But it is very superficial in its treatment of issues. On page 82 there is a very superficial discussion of the"problem" of the negroes' place in society.

The section on Latin America seems to view all things from a materialistic standpoint. For example "Revolts in Cuba and the Dominican Republic have made these islands a poor investment risk" (page 204). End of political discussion! Only the good aspects of foreign aid are mentioned.

Carswell et al: Aldine Geography, Book 2

The first chapter of this book, comparing North and South America implies that South Americans are lazy and inefficient, thus accounting for their economic inferiority. Otherwise the book carefully avoids all controversial (or interesting matters). The questions and photos are the best part of this uninspired book.

Taylor, et al: Southern Lands

This text tries to cover too much in too little space. It is very boring, and misuses the inadequate space it does have. It is too innocuous. To give two examples, the text never mentions apartheid in connection with South Africa, or, when discussing Angola (page 263) making no mention of that country's fight against the [illegible]. It can be commended for its discussion of Australia's immigration policy.

The text does try to interest the students in these countries by relating them to Canada, but it always does so in terms of products and resources traded and, in some cases, in terms of the tourist trade (there is no mention of the effect of widespread tourism on a "backward" country or of the disparity between the affluence of the tourists, and the poverty of the "natives"). Perhaps a more important relationship to discuss would be Canada's official policy toward specific countries, though of course it can be interesting to know where familiar products come from.

Wood: The United States and Latin America

It would be difficult to get from this book anything except some idea of the physical structure of the countries discussed and lists of what they do, and do not produce. I cannot think how it would interest the students.

There is no political discussion. The Cuban revolution is referred to as "a period of political change which will have some effect on its economy" (page 251). This amount of information is so slight it is worthless.

History of Canada

Dyck, Canada, A New Land Volume 1

Canada The New Nation Volume 2

These books seemed the most interesting of the books we examined. However there is a need for a book which would do for history what Canada, A New Geography has done for that subject.

The devices for keeping the students' interest, such as showing how the press and radio today would have reported a particular event in the past, and the various students letters, are effective. However, we feel the discussion of slavery in Volume I is too superficial. It makes it seem "too pleasant" (page 169). In Volume II, the same discussion is expanded somewhat.

And why do the Indians, on page 387, Volume II, bargaining over the treaty money have to seem so childish? "At first, the Indians disliked the idea as much as some children dislike using their allowance to buy their own clothes and school books, but they began to see that it was for their own good". Would it not be more appropriate to compare the chiefs to other adults, for example, unionists?

Garland: Canada, Our Country Books 1 and 2

This book "covers" a certain period of time adequately, but surely more attempt could be made to relate history to the students' life.

Field, Dennis: Land of Promise

Fairly good coverage of Canada's native people, and thoughtful questions scattered throughout the text.

Field, Dennis: From Sea to Sea 1800-1900

Somehow one feels this book is not telling the whole story when there is no mention of Indian treaties!

Rogers, Harris: Bold Ventures

This book has a condensed style, which might help to avoid complete boredom, but it has a poor attitude to Indians shown by quotations from documents of the times, which seem to have been selected, so as to be exclusively derogatory in their remarks.

Tait: One Dominion

The descriptions of early settlements were interesting, and I think it would give the students a good idea of what it was like to live in them (if they had not already studied them in several previous grades).

The discussion of the development of responsible government seemed uninteresting. Perhaps because it was too detailed.

Tait: Fair Domain

This book is written in a more lively style than the others, however, it contains so much prejudicial material. In addition to the quotations already cited, the description of missions (page 102), makes it seem gambling, drinking, quarrelling and torturing were only Indian perogatives. There should have been some discussion of why the medicine men were so resentful.

The book is to be commended for discussing the massacre of the Biothuk tribe (page 122). But, according to McDiarmid, as quoted in his book Teaching Prejudice, the facts are possibly inaccurate.

The description of the attack on Lachine gives a very one-sided picture (page 215) and describing Frontenac "sinking to the level of a bloodthirsty savage" is most unfortunate.

The treatment of the expulsion of the Acadians seems very fair. However, in the section on the United States, the historical reasons for interracial conflict are ignored in this cheery paragraph:

"Slaves on the Southern plantations were seldom badly treated. It was in their masters' interest to keep them healthy and content to work in the tobacco fields. However, they had no protection against the occasional evil doer" (page 338).

The Spectator

Established 1846

Published at 115 King Street East, Hamilton 20, Ontario,
by Southam Press Limited, proprietor.
John D. Muir, publisher
Wednesday June 23 1971

Distorted history

A STUDY OF 125 textbooks by two researchers for the Ontario Institute for Studies in Education suggests that some of these books are perpetuating prejudices by presenting certain peoples as stereotypes.

Among examples given are Indians described as savages, Negroes as primitive and Moslems as infidels.

Before anyone goes off screaming prejudice and recommending that pages be ripped out of history books and — as people with a little foresight well know — opening the door to censorship and brainwashing, it would be as well to get things into perspective.

Writers of textbooks should not use them as vehicles for personal opinions and prejudices, but neither where history is concerned, should facts "have their faces washed and their hair parted down the middle" to make them acceptable to present social attitudes. If this is done, how will anyone be able to understand the mental attitudes of our forefathers and their motivations?

One thing our education system must teach is that historical events must be set in the context of their times.

No rational individual today considers a Moslem "an infidel", though long ago this is how Christians referred to them. In the same period, it was considered virtuous for a Moslem to kill an unbeliever. Today, Moslems are not referred to as infidels nor do they slaughter unbelievers. Yet, if history is to be written, this and other disgraceful behavior by [illegible] must be told. Only the most [illegible] would transfer attitudes from centuries ago to modern times if the textbook were objectively written.

How many nationalities in Canada have derogatory nicknames. They are often heard on the lips of small "l" liberals when they lose their tempers and the mask falls off. Who is to check this prejudice?

Few peoples have had more jokes made about them than the Scots and the Jews. Both, in fact, are great inventors of these jokes and laugh the loudest at them. This is maturity, a sign of inner confidence. It was a Scotsman who invented the picture of "Aberdeen on a tag day" showing all the city streets deserted; and the sporran with clouds of moths flying out of it.

There is virtue in learning to laugh at oneself; it is the way to sanity.

The other way is the one taken by the Soviet Union, where history changes like the weather. It is rewritten to conform with the contemporary party line. Stalin, for example, changes from hero to villain according to the politics of the party bosses. But the facts of history remain. They should not be distorted either to conform with the personal attitudes of the writer or the attitudes of contemporary society.

It is a spuriously "healthy" sign that everywhere these days groups and individuals are trying to ferret out what they consider to be prejudices and notice them abroad. One is reminded of [illegible] who refused [illegible] "dirty" words in his first English dictionary.

"Madam, you [illegible]
[illegible]"

SCIENCE TEACHERS' ASSOCIATION OF ONTARIO

Report of the

COMMITTEE ON THE COSTS OF SCIENCE EDUCATION

March 1972

This committee met on December 4, 1971 to discuss the invitation of the Ontario Committee on the Costs of Education to submit a brief setting out the views of our association on the costs and quality of education, and of the impact of provincial ceilings on spending. A questionnaire was prepared and refined. The questionnaire was circulated early in January, 1972, with the mailing of the association's journal, "The Crucible", to all the members, about 1300 science teachers. In addition a few hundred copies of the questionnaire were distributed personally by members of the committee to science teachers who are not members of S.T.A.O. On January 29, the committee met to study and summarize questionnaires which had been received; a total of 296 responses have been returned. The respondents were not asked to identify themselves or their schools; many did, however, and by examination of the post-marks we have established that returns have been received from every city, from all of the districts of Northern Ontario, and from 32 of the Counties of Southern Ontario.

The distribution of the replies is as follows:

Elementary Schools, Counties and Districts	40
Elementary Schools, Cities and Boroughs	61
Junior High Schools	12
Secondary Schools, Counties and Districts	95
Secondary Schools, Cities and Boroughs	78
Consultants, Co-ordinators, Outdoor Educators	10
TOTAL	296

Who answered our questionnaire?

From the elementary schools:
50% are classroom teachers, all subjects
43% are classroom teachers, science
7% are principals, resource librarians, or chairmen of science

From the secondary schools:
75% are department heads or assistants
5% are full time science teachers
20% teach mostly science

Who studies science?

In elementary schools:
70% of the reports show that all pupils are taught science
6% of the reports show that 85% of pupils are taught science
9% of the reports show that 66% of pupils are taught science
15% of the reports show that 50% of pupils are taught science

In secondary schools:
13% of city schools and 21% of County and District schools reported that there are more students enrolled for science than the total school enrolment, since many individuals are taking more than one science course.
22% of reports show that 91 - 100% of students take science
37% of reports show that 81 - 90% of students take science
13% of reports show that 71 - 80% of students take science
9% of reports show that 61 - 70% of students take science
2% of reports show that UNDER 60% of students take science

What is the Average size of a science class?

35% of elementary teachers reported that classes are larger this year, while 54% stated that class sizes are not changed.

8% of elementary classes averaged 36 to 40 pupils
28% of elementary classes averaged 31 to 35 pupils
44% of elementary classes averaged 26 to 30 pupils
16% of elementary classes averaged 21 to 25 pupils
4% of elementary classes averaged fewer than 20 pupils

8% of secondary classes averaged 31 to 35 pupils
46% of secondary classes averaged 26 to 30 pupils
35% of secondary classes averaged 21 to 25 pupils
11% of secondary classes averaged fewer than 20 pupils

67% of the secondary reports indicate that classes are larger this year; 33% reported class sizes unchanged.

How many classes are taught by a science teacher?

Of elementary teachers of full time science on a rotary timetable, those in city schools teach an average of 13 classes, while those in counties and districts teach an average of 9 classes.

Of secondary teachers of full time science:
20% teach 7 classes
65% teach 6 classes
15% teach 5 classes

Of secondary school department heads and assistants:
1% teach 7 classes
17% teach 6 classes
67% teach 5 classes
14% teach 4 classes
1% teach 3 classes

38% of the reports from secondary schools state that they teach more classes and have fewer free periods this year. 62% reported their teaching load unchanged this year. Elementary teachers indicated that they do not have free periods, but generally teach a full schedule.

How efficiently are the laboratories used in secondary schools?

Ratio of science classes per laboratory	4	5	6	7	8	9	10
Number of reports	1	10	28	34	35	18	8
Percentage	1%	8%	21%	25%	26%	14%	6%

From these statistics one may infer that most of the science laboratories are used efficiently most of the school day. In fact, 20% of the schools are so crowded that some science classes cannot be scheduled into laboratories, and overflow into ordinary classrooms for from 2 to 50 periods per week. In some schools, it was noted that rather than overflow into regular classrooms, the number of periods per week for science has been reduced. This is to say that the quality of the science program suffers where inadequate accommodation is available. The following amounts of overflow from laboratories are reported:

Periods per week	2 - 5	10	15 - 25	40 - 60
Frequency	11%	3%	2%	2%

The fact that science laboratories are so fully used means that this is a factor which affects teacher morale and effectiveness, thus reducing the quality of the program. Many teachers are unable to prepare materials for science lessons in the room in which they teach (during "free" or "preparation" time which is scheduled in their timetables). Almost half of the teachers reported such displacement from their laboratories.

% of preparation time displaced from laboratory	0	10	20 - 30	40 - 60	70 - 80	90 - 100
Number of reports	75	14	12	11	10	23
Percentage	52%	9.5%	8%	7.5%	7%	16%

FUNDS FOR SCIENCE EDUCATION

What determines the amount of money available for science? chiefly the principal:

The responses	Elementary	Secondary Cities	Secondary Counties/Districts
a) The number of science pupils	8%	26%	16%
b) The number of science classes	3%	4%	0
c) The discretion of the principal	40%	43%	36%
d) The amount spent for science last year	4%	4%	24%
e) Other - combinations of above	14%	7%	16%
- the Board of Education	15%		
Teacher's interest in science - 5%			
PTA 2%			
Department Heads 3%			

How much was spent for science this year in your school?

For elementary schools in the cities, the figure ranged from $10. to $600. per school. The average was $23. per school. Elementary schools in the counties and districts had twice as much money to spend for science: a range of from $25. to $1000. with an average of $48. per school. For all elementary schools, the median expenditure was 40¢ per pupil for the year. At the extremes of the range, 10% of the schools spend 10¢ per pupil per year, while 10% spent over $2. per pupil per year. The school with the highest per pupil expenditure ($9.) had just purchased equipment and supplies for a new individualized science instruction program - the ideal education by Hall-Dennis standards. If individualization of education is ideal and expensive, what must be the quality of a program that costs less than 10¢ per pupil per year?

In schools which reported as middle or senior public schools, the median was only slightly higher, 60¢ per pupil per year. The range of expenditures here was from 35¢ to $1.50 per pupil per year.

Secondary schools in the cities ranged from $1. to $11. per pupil, with an average of $4. per pupil. County and District secondary schools ranged from $1. to $15. per pupil, with an average of $5. per pupil.

In your opinion, how appropriate was the amount of money available?

Opinions will vary, influenced by the needs of the program and the expectations of the teachers. Some were satisfied at both the low and the high limits of the ranges shown above; some were dissatisfied at both the low and high limits. Note that in the totals below, only half of the teachers responding considered the amount adequate or generous; half feel that the amount of money available limits or restricts the kind of program that they would like to offer. In other words, lack of equipment or supplies frustrates half of the teachers, by preventing them from offering high quality programs in science.

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS			
	Cities	Counties	Cities	Counties	TOTAL	
a) Generous	4%	5%	1%	8%	4%	
b) Adequate	31%	43%	50%	52%	46%	50%
c) Limiting	42%	38%	40%	30%	37%	
d) Restrictive	14%	10%	4%	8%	8%	50%
e) Other Comments*	9%	4%	4%	2%	5%	

* "inadequate" "extremely restrictive" "falling behind"
"inadequate for replacement or maintenance"
"you always manage somehow"

Is the balance of money budgeted for equipment and that for supplies appropriate?

This question was generally not relevant to elementary budgets. From the secondary schools, the largest response (60%) was a plea for greater flexibility in transferring funds from one budget to another. Some of the comments written in: "N.B. This is very important." "We have equipment we cannot use because we are unable to purchase the supplies needed to operate it." "Since amalgamation, we have had practically no budget for capital equipment." This inflexibility may cause waste and deterioration through inefficient use of funds.

FUNDS FOR NEW PROGRAMS IN SCIENCE

This is a most critical issue in the strained elementary school budget. A majority of elementary teachers reported that materials for new programs must be bought out of the regular budget (43%); 24% received assistance from the principal; 18% reported using their own time and money to assemble the needed materials, and 17% were assisted by the science consultant.

In secondary schools, 53% must purchase materials from the regular budget; 24% had their regular budget increased for launching a new program.

How are books provided to support a new science program?

		ELEMENTARY	SECONDARY
a)	By the principal from a book budget	71	32
b)	From the science supplies budget	30	14
c)	From the library budget	9	16
d)	Only approved books (Circular 14) may be bought	62	13
e)	Handicapped by insufficient resource books	19	9
f)	Combinations of a, b, c, or the Board of Education	7	3

Other Comments:

"The big problem is how to get the best book for the course if it is not Canadian, or not listed on Circular 14." "Concern has been expressed for the textbook publishers, but insufficient concern has been shown for the many thousand students who are forced to accept a 'reference book' instead of a text because of the political decision. It is not appropriate or reasonable to include science books in the blanket ruling about Canadian books. We agree that Canadian books should be used in certain subjects." "I use about two hundred of my own personal books in my classroom." "We write our own reference materials."

Once a new science program has been launched, how is money budgeted for the maintenance of materials in succeeding years?

		ELEMENTARY	SECONDARY
a)	The regular budget is increased	13%	19%
b)	The principal continues to assist	26%	7%
c)	The science consultant continues to assist	4%	4%
d)	The regular budget must serve	31%	45%
e)	Inadequate maintenance; materials deteriorate	22%	11%
f)	Other comments:		
	Combinations of d, and e	4%	14%

"The regular budget is spread more thinly."
"You get along as best you can."
"The total budget is fixed: if we get more it will be at the expense of another department."
"The Parent-Teacher Association helps by raising the needed money."

How are teachers prepared to teach a new program with a new philosophy, such as the Inquiry Approach?

Several responses marked more than one approach. One admitted that the school had never tried any new programs or new approaches. Note that the majority of secondary school teachers (74%) receive no help from their Board or the Department of Education. This proportion is higher for the teachers in County and District Boards (85%) than for City Boards (60%). In elementary schools, there appears to be much more in-service training by various agents, and only 35% of the teachers selected alternatives e, f, or g.

		ELEMENTARY		SECONDARY		
		City	County	City	County	
a)	Training by consultant in school time	15	9	10	2	
b)	Training by outside agent in school time	5	11	4	0	
c)	Training at Board's expense, outside school	18	12	22	5	
d)	Workshops outside the area at Board's expense	6	20	7	14	
e)	Teachers meet for mutual help in school time	7	11	18	21	
f)	Teachers meet for mutual help outside school	15	15	38	60% 76	85%
g)	No support is offered for the teacher	2	2	9	23	

LOCAL AUTONOMY

Who makes the decision to offer a new program in your school?

In elementary schools, the individual teacher usually initiates a new program. In secondary schools, the decision is most frequently made by the science department, or the department head in consultation with the principal. Some comments: "In effect the Government of Ontario makes the decision with the ridiculous, nationalistic Circular 14." "New programs are rarely initiated at our school."

		ELEMENTARY		SECONDARY	
		City	County	City	County
a)	An individual teacher	12	10	1	4
b)	The science department	5	8	24	27
c)	The Department Head or Chairman	2	0	19	12
d)	The Principal in consultation with Head or Teacher	9	18	25	29
e)	An official outside the school	4	5	5	3
f)	Combinations of above	7	5	9	10

Have any proposed new science programs been rejected by the following:

A large majority report that none have been rejected.

		ELEMENTARY		SECONDARY	
		City	County	City	County
a)	Department Head	0	0	3	7
b)	Principal	2	1	7	11
c)	An official of the Board of Education	2	2	9	7
d)	An official of the Ontario Department of Education	0	0	4	3
e)	None have been rejected	24	20	51	50
	Rejected by the budget or cost	0	2	1	1
	Rejected by non approval of text (Circ. 14)	-	-	1	1
	Rejected by insufficient enrolment (20 pupils)	-	-	0	2
	Approval delayed; no word in over a year	-	-		1

Did amalgamation into larger units (County or Borough Boards) affect decisions?

		ELEMENTARY City	ELEMENTARY County	SECONDARY City	SECONDARY County
a)	Standardization of texts removed free choice	0	0	8	3
b)	Standardization of equipment reduced freedom	0	0	0	2
c)	Standardization of laboratory design removed local freedom	0	0	1	0
d)	Budget cuts forced reductions in program	2	7	8	16
e)	Increased support and resources improved science program	0	17	11	4
f)	No change	4	13	0	33
g)	Other comments				5

"Lines of communication have become long and complex."
"Local red tape has trebled since the County Board was formed."
"Increased interference from untrained administrators."

If you taught in a small school which was amalgamated into a larger one, what change did you note in your science program?

Improvements in facitities, 4; in more mutual resource strength, 2.
Restricted opportunities from larger classes, 3; from bus schedules, 3.
No changes, 6.

What effects have you observed from the imposition of ceilings on Board spending?

a) *The amount of money available for science*

A majority of secondary school respondents said that there was less (70). Of those who said that the amount was the same (64) some pointed out that rising costs of materials and services had actually reduced their purchasing power. 7 responses indicated that they had had more money to spend.

In elementary schools, 37 reported that they had the same amount of money; 20 had less, and 5 had more.

b) *The size of classes this year*

In secondary schools, 95 reported that classes are larger this year; 48 said that classes were the same; and 3 have smaller classes.

In elementary schools, 34 have the same sized classes; 22 report larger classes; and 7 have smaller classes.

c) *The number of classes taught per teacher*

In secondary schools, 54 report that teachers are teaching more classes this year; 90 report timetables unchanged; 2 are teaching fewer classes.

In elementary schools, 35 are teaching the same number of classes, 13 have reduced timetables; while 3 are teaching more classes.

d) *Individualized instruction*

The pressure of increased workloads has forced some reduction in the amount of individualized instruction teachers are able to carry out. 49 secondary reports showed decreases, against 3 increases. 82 reported the same amount as last year, but a few shed doubt on the value of this response by confessing that"the same" meant "none."

Elementary teachers reported "the same" -34; "more" -8; "less" -13; and
"need" -3

e) The amount of assistance available from consultants etc.

As in the previous item, in both elementary and secondary, the evidence of decreased assistance is greater than that of increased assistance:

	SAME	MORE	LESS
Elementary	29	8	23
Secondary	108	5	26

As before a few people wrote in that "the same" meant "no assistance" - 4 elementary and 9 secondary indicated this.

f) The amount of in-service training

This item reflected the same trend as the previous two. Again there were some who indicated that there had not been any training:

	SAME	MORE	LESS	NONE
Elementary	23	13	23	2
Secondary	86	6	46	8

g) The number of trips available for outdoor education

	SAME	MORE	LESS
Elementary	38	11	13
Secondary	64	11	66

h) Opportunity to attend conferences

	SAME	MORE	LESS	NONE
Elementary	26	9	26	
Secondary	66	1	73	2

i) Other comments about the effects of the ceilings:

"It is too soon to tell - we expect a much greater squeeze next year." - 14
"Fewer supply teachers - we give up more of our preparation time to cover." - 2
"No supply teachers" - 2
"Consultant services reduced to half time."
"More clerical work for teachers."
"The overall educational process in our area has been sharply restricted due to the provincial ceilings."

WHAT ARE THE EFFECTS OF THE CREDIT SYSTEM ON THE QUALITY OF EDUCATION? (Secondary)

There are effects - 81; no effects noted - 27; too soon to tell - 4.

Positive effects recorded:

"We offer a greater variety of courses, serving better the different levels or needs of students." - 18
"Our science program is now more flexible," - 4 "Forced a change for the better"
"There has been an increase in the number of science classes" - 2
"Increased enrolment in certain courses, such as biology." - 2

Negative effects recorded:

"The philosophy of the credit system produces individuals with little social conscience." (1)
"Students of little responsibility are choosing less demanding subjects." (5)
"Standards are forced lower each year." (8)
"The graduates of Grade 13 are of generally lower proficiency." (2)
"There is an undesirable competition among departments for students." (3)
"Students choose courses for which they are inadequately prepared." (1)
"There are now more demands on teachers - more lesson preparations per teacher." (3)
"The forced reduction in time to five periods per credit per week has reduced time allotments for Grade 13 subjects by one-sixth," (10) "forcing the loss of double periods so necessary for some of the laboratory work" (8) "resulting in a decrease in quality of the laboratory program." (3)
"There has been a decrease in enrolment in science (7), or in physics.(5)"
"We see more frequently the 'lost child' syndrome, produced in individuals who no longer belong to a group but find a different set of faces in every class that they go to." (1)

SHOULD EVERY CHILD RECEIVE EDUCATION IN SCIENCE?

A vast majority (95%) of science teachers at all levels felt that all children should be required to study some science. Most favoured compulsory science from Kindergarten to Grade 10, although some would have extended the compulsion to Grade 12, and a few would have made science optional after Grade 8 or 9. Some of the reasons given, the AIMS OF SCIENCE EDUCATION:

1. Science is the subject in which the child can experience and manipulate his environment directly, gathering his own facts (Observations, data) as well or as poorly as he wishes (laboratory skills - psychomotor domain), and then assembling them in his own mind to reach his own conclusions about their meaning.

2. Science emphasizes an understanding and respect for the environment and for life, and man's role in ecology.

3. Science teaches an awareness of the forces affecting life style in a complex technological society; better-informed citizens are needed to make decisions about the control of these forces.

   "Science today stands in a forefront position in our technologically-oriented society. Certainly a relevant curriculum geared to today's mode of functioning must reflect a focus in this area. Scientific inquiry and methodology are not isolated entities, but an integral part of our day-to-day existence and general problem-solving strategies. Science is a requisite for even a layman's understanding and appreciation of the age we live in."

4. Science teaches the development of a systematic approach to problem-solving (the methods or processes of inquiry): careful observation, selection of relevant data, analysis of cause-and-effect relationships, logical thinking, and the communication of ideas.

5. Science education stresses the affective qualities (attitudes) of the scientist: curiosity, open-mindedness, willingness to be convinced by evidence, intellectual honesty, co-operation with others.

WHAT RESEARCH STUDIES IN EDUCATION SHOULD THE GOVERNMENT BE SPONSORING?

1. Controlled experiments to evaluate various programs, curricula, philosophies, and methods of science teaching and evaluation. At present, teachers see no published results of research studies; they choose programs, and methods in a manner of "jumping on a bandwagon" with no scientific evidence that these are more effective than older methods. What evidence is there that individualized instruction is more effective than class instruction, or that audio-tutorial methods surpass other methods? "We seem to accept eagerly the claims of each new course with damn little supporting evidence."

2. How does one promote conceptualized understanding? (How to present the concept of mass, area, or volume to a child of eight or eighteen?) What are appropriate age levels for assimilating different concepts? How can one apply Piagetian psychology to Canadian youngsters? Are attitudes changed by modern "inquiry" science courses? How important is academic material in developing attitudes of co-operation with others?

3. Motivation: "What turns teachers on?" or students, or administrators. "How do we get teachers and administrators to loosen up their time-tested teaching techniques, and play a greater role as motivators than evaluators? We need to know the proper time for evaluation, to avoid dimming the enthusiasm we may have aroused. How do you cope with regulations and time-tables when you realize that your program suffers as a result of them?" How can we accomplish something useful with students in the lower level courses? What is a relevant course for non-readers or the unmotivated?

4. Investigate the relation between the new and the old mathematics as preparation for science studies or for life.

5. We need a kind of standard evaluation of the end-product of our school system - not a return to the prescribed content examinations, but some objective measure perhaps like the university entrance tests.

6. Ontario proof that class sizes in science affect the learning situation.

7. Ontario proof that secondary school science laboratories are a safety hazard.

WHAT KINDS OF CURRICULUM DEVELOPMENT SHOULD THE ONTARIO GOVERNMENT BE SPONSORING?

There is a general plea for leadership and help in this area. The following teachers' comments are passed along without further analysis by the committee.

"Why has the government deliberately backed away from supporting teachers with concrete curricular assistance?"

"The classroom teacher or department head has neither the training nor time to develop curriculum. This should be outlined by experts, and constantly updated. Costs could be controlled if duplication of curricula were avoided. Somecne in high places should outline a course to be taught in the elementary grades that is integrated into high school science. At present the communication is inadequate, and co-ordination almost non-existent as everyone tries to 'do his own thing.' Supplies and costs are duplicated, and students bored."

"The government must make available the means by which the science teachers of Ontario can upgrade and refurbish their arsenal of professional skills. The value of optional/compulsory study sessions in the hands of skilled science educators in terms of improved science instruction has not been anticipated. The Department of Education has backed out of the prescriptive curriculum field in favour of local autonomy. Let them now recognize that few teachers, regardless of their high ideals and good intentions, are capable of innovative teaching. Department programs to remedy this are now overdue."

"Some money should be made available for people who can and want to write texts. We need to develop Ontario courses rather than import from the U.S.A. Sponsored curriculum committees could produce some positive results in Ontario courses. Many of the texts now listed in Circular 14 are out of date and not applicable to the courses being taught. Most of the books that one could use are American, and therefore not purchasable, or else they are not fully applicable. There must be some standardization of courses in Ontario. As it is now, everyone goes in his own direction with little regard for students who transfer, or for the student's full load of other subjects."

"We need programs designed for individual needs and progress. Much is now being tried, but I don't feel we now have enough resources to keep abreast of a very diversified program. More development is needed in testing techniques, programmed learning, individual audio-visual equipment, etc. The expense of such a program will limit its development."

"More work is needed on programmed instruction units in chemistry, physics, biology. Less emphasis on texts - (BURN CIRCULAR 14) - promote development of current happenings in a given area through the use of paperbacks by authoritative Canadian writers. (most textbooks are out-of-date by the time they are published). Set up a provincial videotape loaning service available to all levels of science teaching (cf National Medical AV Centre, Atlanta, Ga.) Foster liaison between university and school science departments, such as University of Waterloo's Chem 13 and Phys 13 Newsletters. Make provisions for obsolete equipment from government laboratories to be made available to schools. Foster strong liaison with industry to keep future science courses relevant to the problems faced by the scientific community. In-service education of science teachers will become more of a necessity if science instruction is going to be meaningful for the majority of our students; e.g. three months leave of absence every three years, minimum reg."

"We should have a basic core curriculum in Ontario for each grade level, designed for the average student. Beyond the core in each subject and grade there should be a series of optional modules for each appropriate student level. I feel that science is now too loosely structured, and too many basic fundamentals are not being learned in many schools."

"Laboratory resource centres should be set up in each area where interested students could work with good quality equipment."

"Canadian texts are needed for the three-year sequence (Grades 11 to 13) in each of biology, chemistry and physics."

"Where are the sciences of geology and astronomy in our high school curricula?"

"School boards seem most slow in obtaining professional development books for teachers. Teachers want them, but cannot even afford a basic library at a time when they wish to expand their knowledge for the good of their pupils."

"If the Department of Education has abdicated its responsibility other than for issuing 'pipe dream' commands and raising funds, it should be dissolved! In the euphoric concept of Hall-Dennis, a quiet revolution has occurred in the schools where DIRECTION of a concrete style has disappeared. Each school board, each school, each teacher is attempting to set up separate curricula. Practically all elementary teachers and all secondary department heads have become developers of curricula. What a waste and duplication of effort and in many cases COMPLETE INCOMPETENCE. I am a teacher. I know how to teach students (I think). The difficulty is WHAT to teach! Surely there must be a core of science fundamentals which could be organized province-wide, allowing some optional time to 'do your own thing' in topics relative to local conditions. This province-wide lack of direction, expensive duplication and LACK OF ACCOUNTABILITY will strangle us."

"The role of the Federal Government in science education should be explored and developed. S.T.A.O. in co-operation with professional scientific groups must immediately request the Canada Science Council to study science education. The Head of the Council, McTaggart Cowan, has stated that only then would such a study be undertaken. I believe that such a study would reveal the inadequacy of all Canadian curricula available. This problem is enormous at the present where the Ontario Department of Education refuses to approve most U.S. courses since to do so would require Ontario grant money to be paid to foreign publishers - a decision implemented at a time when there are few modern Canadian courses available. I believe that the Canada Science Council report should be acted upon

immediately by the Federal Government. Through the National Research Council an agency should be set up similiar to the U.S. National Science Foundation which has sponsored such excellent development of modern science curricula. Pressure to get the Canada Science Council embarked on such a study, which it cannot initiate itself is of PARAMOUNT IMPORTANCE."

OTHER COMMENTS ON THE COSTS AND QUALITY OF EDUCATION

"Any further cuts, as promised, can only affect us adversely."

"Budgets in the past have not been adequate. To have individualized instruction we need more equipment - more tape recorders, more viewers for slides, filmstrips, filmloops, programmed learning, sophisticated laboratory apparatus; these cannot be provided without spending much more money."

"The demands of the new courses, of pupils, of parents in terms of quality education cannot be met if budget restrictions and increased teacher loads continue."

"The Ontario Government must come to realize that the costs of education should not include the costs of baby-sitting, adult retraining or any other device to keep the ranks of the unemployed and unemployable at a low level. There are far too many people in the schools who are not learning, and who will not learn. It is all too well to say that it will cost as much to put them in some other program to keep them off the streets, but their presence in the schools - especially in composite secondary schools - is detrimental to the program of kids who really want to learn. In fact our school programs are now geared to the non-achiever, and the brighter students are being discouraged."

"At a time when costs of equipment and supplies are increasing, and science is rapidly changing, education funds are being reduced. This must adversely affect the study of science. The increased number of pupils per class, and the reduced "free" time for staff is an even greater factor in decreasing standards."

"Lowered teacher morale is one of the products of reduced effectiveness from the budget cuts."

"One problem about costs results when a teacher spends considerable money to set up a program, and then moves on to teach in another school, leaving the program to deteriorate. I feel that it would help if we could have an exchange of equipment from school to school or board to board. Perhaps it could be offered for sale at a reasonable value."

"A great portion (nearly half) of the school budget is used for salaries of administrators and board members. I do not think that administrative costs should be so high. The payment of salaries and travelling expenses to board members might be stopped. The development of elaborate board offices - more luxurious than their industrial counterparts - might be avoided. Extensive renovations of the library have consumed classroom space at a time when teachers are already doubling up. Increasingly intra-staff politics is replacing sound teaching as a criterion of advancement."

"Time should be provided for the teacher to increase his knowledge of the emotional problems of adolescence and of how to deal with these. Such in-service training should be available at least three times through the school year. Time is also needed in the work day for preparation and marking, leaving the teacher free in evenings to develop his subject knowledge and scientific hobbies."

"The large class is the main area of concern - not much can be done until class size is reduced. Efforts should be made to cope with this; develop programs suitable for reasonable-sized groups. Present outlines leave most students hopelessly behind."

"It's very easy for us to say we're hard done by, that cuts or ceilings are harming the quality of education, that 'crowded classrooms cloud the mind', etc. But where's the evidence? I could cut costs by using homemade equipment - styrofoam cups for calorimeters. Why must I fight for, strike for, die for? a maximum of thirty-two students in a class, if half the time I treat them as a group (32 or 320 who cares?). Think about it."

"Please do stress the impossible situation created by having large sized science classes. Every attempt to develop an individual approach to the student is crushed. Students of our society in particular are in great need of personal attention. Cost of all this will be paid for many times during their richer lives."

"The Government's decision to offer instruction in either French or English has had serious implications in this school. Relatively small, it is forced to duplicate courses. For a science department of two full-time, three part-time teachers, this means a proliferation of lesson preparations. Consider Grade 10; we offer five courses - 5-year, and 4-year in each of English and French, plus 2-year. Our school of 700 offers 153 different courses. Solution: more teachers to lower the pupil-teacher ratio, or more money to buy the more expensive French texts, or a different set of supplies for a quite different course."

"Please try to help the Department of Education understand that education is about and concerns children. To this end, most monies should be directed towards getting competent teachers and giving them the materials to use in their daily activities. Forget about so many administrators at a high level, who run around trying to justify their existence. The monies can well be re-directed."

"If restrictions must be placed on educational spending (a matter of debate), then the nature of the restrictions should be such that the student is not the loser. This may require a review of Board spending priorities, and it is important that teachers (not administrators) should have a significant influence on this review. The schools and their programs should be given the highest priority in the allocation of funds. If this means elimination or restriction of centralized administration - so be it; an increase in school autonomy would probably be an improvement as well as a money-saving change."

In summary, the pinch of ceilings and other limits on spending have already been felt in many ways. They have an adverse effect on the quality of education. One of the serious effects concerns the lowered morale of the teachers who are trying to do an ideal job in increasingly less ideal working conditions. The Hall-Dennis Commission seemed to imply that Ontario wanted ideal and individualized learning conditions. Recent steps by the Ontario Government have shown that we cannot afford to give these conditions to our children and must return to the mass instruction that has served rather inadequately for the past half century.

Respectfully submitted,
S.T.A.O. Committee on the Costs of Education

Chairman, Prof. H. Murray Lang, College of Education, University of Toronto
Prof. J. David Bates, Faculty of Education, Lakehead University
Mr. Edgar P. Brown, Head of Science Department, McGregor S.S., Chatham
Mr. Donald J. Cooper, Science Consultant, Ontario Teachers' Federation
Mr. Gary Hunt, College of Education, University of Toronto
Mr. Bruce McCallum, Lindsay C. & V. I., Lindsay
Mr. Donald H. Pike, Co-ordinator of Science, North York Board of Education
Mr. David Pratt, Howard P. S., Toronto

RECOMMENDATIONS

to the Ontario Committee on the Costs of Education from the Science Teachers' Association of Ontario

NOTE: the following recommendations were expressed or implied in the report which this organization delivered to the Committee on May 2, 1972. At that time, however, the Chairman, Mr. McEwan, suggested that the recommendations should be clearly stated, and not buried in the facts of the impact of ceilings and budget cuts as shown in our survey.

1. *ALL CHILDREN SHOULD RECEIVE EFFECTIVE SCIENCE EDUCATION FROM GRADE ONE TO GRADE TEN, because:*

   a) science is an important part of the experience needed by a developing child,
      1. to sense, manipulate and interact with his environment, gathering facts and building an understanding
      2. to approach problems systematically, to learn to analyze relationships, to think logically
      3. to acquire healthy scientific attitudes: curiosity, open-mindedness, willingness to be convinced by evidence, scepticism, intellectual honesty, cooperation with others without recial or national bias.

   b) society requires informed citizens, able to make intelligent decisions
      1. involving an understanding and respect for the environment and life, and a knowledge of man's impact on both
      2. affecting the control of the forces at work in our complex and technological society.

2. *FOR EFFECTIVE SCIENCE EDUCATION, CLASS SIZES SHOULD BE LIMITED TO A MAXIMUM OF THIRTY PUPILS.* Ideal science education requires a high proportion of pupil-centred laboratory activity. For supervision of safety, and for adequate interaction between pupil and teacher at the opportune moment, it is important that pupil:teacher ratios should not be increased by ceilings on staff hiring, or proper safety and quality interaction, the ideal class size should be no more than twenty-four pupils, with provision for smaller groups on occasion.

3. *FOR EFFECTIVE SCIENCE INSTRUCTION, TEACHERS' ASSIGNMENTS MUST BE REASONABLE.* Large classes, too many classes, too many different courses, and insufficient preparation time may prevent even the most conscientious teacher from doing his best for his students. It is poor economy to save teachers by adding an extra class to each teacher's load, unless the government is willing to admit that it is sacrificing the quality of education. In the intermediate grades (7, 8) a reasonable maximum is 35 teaching periods thus allowing one prep per day. For a secondary school science teacher, a reasonable maximum teaching load is six classes, a total of one hundred and fifty pupils, and no more than three different courses to prepare, with two preparation periods per day. An increase in one of the loads should be compensated by a decrease in one of the others. Department Heads should have their loads reduced to compensate for the responsibility of supervising inexperienced teachers, and the cares of ordering, receiving and maintaining equipment.

4. FOR EFFECTIVE SCIENCE INSTRUCTION, THERE MUST BE ENOUGH LABORATORIES TO PERMIT EACH SCIENCE COURSE TO BE ACCOMMODATED WITHOUT REDUCING THE TIME ALLOTTED. Modern science programs require from 40% to 80% of the time to be spent in pupil-centred laboratory activity. There should be one laboratory for each two hundred pupils enrolled in science. Crowded school conditions should not force the reduction of time for laboratory activity.

5. SCIENCE LABORATORIES SHOULD NOT BE SCHEDULED FULL OF CLASSES: THERE SHOULD BE SOME FREE LABORATORY TIME TO COINCIDE WITH THE TEACHERS' SCHEDULED PREPARATION TIME. Often, the economy of not building another laboratory forces the waste of the teacher's preparation time, with subsequent frustration and the reduction in quality of science instruction. If it is impossible to achieve this recommendation preparation facilities must be provided in a room adjacent to the laboratory to compensate by making possible the assembly or maintenance of materials and equipment.

6. THE PREPARATION TIME OF THE SCIENCE TEACHER SHOULD NOT BE REASSIGNED FOR SUPPLY TEACHING. A false economy of some boards of education has been to deny the principal the right to hire supply teachers to replace absent teachers. The board saves money, but the children suffer reduced quality in education when teachers are over-extended and not able to prepare adequately the materials and equipment their classes need.

7. MONEY FOR SUPPLIES SHOULD BE BUDGETTED ON A PER-PUPIL BASIS. While we recognize that it is the principal's prerogative to determine budget apportionment in his school, we strongly recommend that adequate support be given to science instruction where the learning process depends on having materials for the student to manipulate. The nature of the science program varies from one course to another, and with this the amount of consumable material varies. A general guideline suggests the following amounts per pupil per year for science:

Kindergarten to Grade 6	.50 cents
Grades 7 and 8	$1.00
Junior High School	1.50
Secondary School	5.00

Trends in individualization of education advocated by the Ontario Ministry of Education require the teacher to do much more for each pupil. To support the extended role of the teacher, several essential services must be maintained, not cut:

8. IN-SERVICE TRAINING SHOULD BE MAINTAINED OR EXTENDED, NOT REDUCED. New programs require the building of competant and confident teachers. In the past, elementary teachers have frequently lacked background in the sciences. Consultants have been able to achieve considerable improvements in science programs through workshops in school time. Money should be made available to support the costs of such workshops and programs, and to hire supply teachers for the classes from which teachers are released for training.

9. CONSULTATIVE SUPPORT STAFF SHOULD BE MAINTAINED OR EXTENDED, NOT REDUCED. At a time when teachers need support to create and implement new and individualized science programs, it is poor economy to return consultants to classroom teaching for all or part of their time. As outlined in the recommendation (8) above, greatest gains in program improvement have been achieved when the consultants have been able to assist teachers grow in confidence and flexibility by working with them first in workshops and then in their classrooms.

10. *MORE CURRICULUM DEVELOPMENT SHOULD BE SUPPORTED AT THE LOCAL LEVEL.* The Ministry of Education guidelines require "families of schools" integrating from Kindergarten to Grade 13 to develop courses suited to the local needs of the children. This can only be effective where money and time are made available by the Ministry or the local Board to release teachers to attend such meetings. If such liaison is left to local initiative for weekend or evening sessions, there is a reduced likelihood of its occurring.

11. *UP-TO-DATE PROFESSIONAL LIBRARIES SHOULD BE MADE AVAILABLE FOR TEACHERS TO USE IN DEVELOPING NEW PROGRAMS.* The best intentions must be supported with materials to assist teachers to learn about changes in educational philosophy which are fundamental to the new programs. Teachers cannot be expected to purchase all of the materials which will help them to serve their pupils better. The professional library of each school or "family of schools" should contain a large selection of books on science, science education, and the philosophy of science. Subscriptions should be also maintained to several of the journals devoted to the processional growth of science teachers.

12. *BOARDS OF EDUCATION SHOULD ENCOURAGE TEACHERS TO CONTINUE THEIR PROFESSIONAL GROWTH BY SUPPORTING THEM WITH TIME AND MONEY.* Science teachers should be released from duty for some time each year to keep abreast of current developments in science and science education by visiting other schools, universities, research centres or industry. Support should be given so that all science teachers can attend and participate in local, provincial and national science teacher conferences. Time off school, and at least some reimbursement of the expenses of travel, registration, and living costs should be provided. Every teacher should be permitted and encouraged to attend his own local and provincial conferences every year, and might be enabled to attend a major national conference every five years. The present trend in budget cuts has been to deny all such professional growth. The quality of education should not be permitted to suffer for this small economy.

13. *OUT-OF-CLASSROOM EDUCATION IN SCIENCE SHOULD BE SUPPORTED AS AN INTEGRAL PART OF CONTEMPORARY SCIENCE EDUCATION.* With the established need for increasing awareness on the part of every citizen of man's impact on ecology, it should be recognized that ecological studies are an essential part of every contemporary biology course, including environmental science courses. Budget cuts have restricted the availability of buses at a time when teachers were becoming more confident in the use of the environment as a laboratory. There should now be a return to the conditions which will permit every child to have field experiences as a part of his studies in ecology.

"Organizations
& Groups"

A Brief

to

The Committee on the Costs of Education

in the

Elementary and Secondary Schools of Ontario

Submitted by

The Ontario Business Education Association

BUSINESS EDUCATION SUBJECTS

Their relevance, value and placement in relation to the total educational program:

The Ontario Business Education Association is greatly concerned about the future of business education subjects in connection with the review of the costs of education currently being undertaken.

The following is submitted in the interests of those many students and their parents who want possible the attainment of a marketable skill after a reasonable length of study in a secondary school, and of those students who will go on to specialize in other areas at the tertiary level, but who should have the opportunity of a broad basis of education including practical subjects which will be useful to them as citizens of our modern economic society.

Of the first-mentioned group, there are large numbers of students, particularly girls, whose interest in general education is limited; who, because of ethnic, social and cultural background, wish to enter the employment market at as early an age as possible; and for whom there are many office jobs available at a level for which a lengthy preparation is neither necessary nor economically practical. These students have been and are being well served by secondary school courses in business skills and procedures at both the general and advanced level. It would not suit them or their parents or their prospective employers to extend their education over a longer period of time. Their immediate interest both mentally and economically is in a job. Such jobs are available in large numbers--jobs that require no further training and for which employers would not find it worth offering the higher wages expected when preparation is more lengthy

and expensive.

For large numbers of students proceeding to post-secondary education, matters relating to business may be a continuing unknown and a handicap unless some general-knowledge business subjects are included in their secondary school program. It is the thesis of the Ontario Business Education Association that such subjects as Business Finance, Business Organization and Management, Data Processing, Economics, Introduction to Accounting, Law, and Marketing are every bit as basic and relevant in the preparation of an educated person today as are those subjects generally termed academic such as French, History, and Science.

In support of our previous statement that students are being well served by secondary school courses and that it would not be fair to them, their parents or prospective employers, to extend their education over a longer period of time, a survey of businesses was made in January 1972. This survey sampled businesses in five areas of the province. Eighty per cent of the firms replying stated that they preferred graduates of our high schools rather than community college graduates. This demand for our graduates would seem to indicate that business is being well served by our present high school program. The businesses were also asked whether they felt our graduates had sufficient skill in typing, shorthand, accounting, and office machines. The replies were seventy per cent in favour of the skills they are now attaining in these subjects.

It would therefore appear that there is a demand for our graduates in business and it would also appear that our graduates are willing to accept employment upon their high school graduation. A

A survey conducted by the Ontario Business Education Association in March 1971 indicates that approximately eighty per cent of our high school graduates go directly to employment. This survey was sent to all schools in the Province of Ontario and the results are the summary of replies from 325 schools.

This demand for our graduates and the willingness of the graduates to accept employment indicates that the students are being well served by our present Business Education departments. Results of individual surveys in Toronto, Hamilton, Scarborough, London, and Windsor give further confirmation of these facts.

In view of this demand for our graduates there is a need for facilities to provide up-to-date training. If our graduates are to continue to meet the demands of business satisfactorily, they should be kept up-to-date with the types of equipment and facilities in use in business. A few examples are given as an illustration. The survey of business mentioned above was conducted in five small towns. The results of this survey show that fifty-five per cent of these firms use mainly electric typewriters. In a survey of leading businesses in the Metropolitan Toronto area it was found that 76.8% of the firms had mainly electric typewriters and 92.2% anticipated that in five years' time the majority of their typewriters would be electric.

The above figures illustrate the need to provide modern equipment to meet the demands of employers. The same Toronto survey showed that 65.4% expected our graduates to be proficient in the use of electric typewriters. A major vendor of typewriters has provided figures on sales of manual and electric typewriters for 1968 to 1970. In 1968 electric typewriters accounted for approximately 52% of sales, 62% in 1969, and 63% in 1970.

Another illustration of where modern equipment is necessary is in the area of data processing. Data processing has become a tool of daily living and a knowledge and understanding of how it affects our everyday lives is imperative. Some slight understanding of data processing can be taught without equipment but even the introductory course can be given a deeper significance with access to equipment. The demand for a knowledge of this subject increases because of our everyday encounters with a computer-orientated society. The cost of this equipment becomes less when shared with other areas, such as, technical, mathematics, and administration.

The non-skill subjects of Business Education have a unique responsibility to the student. Marketing, Consumer Education, Business Organization and Finance deal with practical business topics. Their contribution to the student is measured not only in the values of career orientation but more within the liberal education of the preparation for adult consumer living.

Instruction in this area must combine the formal aspects of classroom methodology with the extensive and continuing contact with the business community. The "classroom" scene must be one in which can be simulated the experience of business problems. The centre of these non-skill learning situations is to be found in "the Marketing and Merchandising Classroom and Laboratory".

The Marketing Laboratory must be so equipped that students will be involved in creativity ranging from the fundamental principles of a total sales promotion campaign, to as precise a study as the production of radio and television commercial advertisements. Visual merchandising or display can be studied only when the facilities for

external window display are present with the need for co-ordinating an internal store display. When the laboratory becomes a "school store" we have the simulation not only of promotion and display, but also the realism of the selling situation. Within its laboratory this "store" becomes a realistic business experience from the point of view of chartered as a corporate structure, to be financed, to have group management decisions of policy and operating principles.

In December of 1971 a survey was conducted through a random sampling of our Ontario schools for information dealing with the cost and the use of specialized furnishings and equipment for "The Marketing Room". Of the 69 responding schools, the total cost of this specialization was $190,721.00. The average per school is $2,764.00. When questioned of their use of the facilities as "individual skill development" or "decision making by a group", these schools declared themselves at a 2:1 ratio for the student group decision making process.

The general education subjects within Business Education are serving well their students. We will undoubtedly see an increased demand for these courses, which are essentially one-year units without pre-requisites. The cost of specialized facilities is minimal; the product of the "educated consumer" is maximal.

Because we are keeping abreast of changes and needs in today's educational system, we feel that the very wide and excellent core of subjects we presently teach must be maintained. In addition, every encouragement must be given to us to update and expand them so that we may continue to meet the needs of all facets of our ever-changing society.

APPENDIX "A"

ONTARIO BUSINESS EDUCATION ASSOCIATION

Summary of Survey of Business Firms

1. Number of Office Employees

25 or less	38
25 to 50	6
over 50	1

2. What is the approximate percentage of manual and electric typewriters used in your firm?

75 to 100% electric	20
50 to 75% electric	5
25 to 50% electric	1
0 to 25% electric	19

3. What kind of calculating equipment do you have?

10-key	99
Full Keyboard	18
Rotary	20
Electronic Display	15
Electronic Printing	8

4. Do your secretaries require shorthand?

Yes	20
No	25

5. What kind of dictation equipment do you use?

Phillips	12
Dictaphone	5
Other	5

6. Do you have a policy for replacing office equipment?

After 4 to 6 years	12
After 7 to 12 years	8
No policy	25

7. Do our high school graduates have sufficient skill in:

	Yes	No
Typing	36	5
Shorthand	23	10
Accounting	16	16
Office Machines	21	12

8. Do you prefer high school or community college graduates?

High School	27
Community College	7

REPORT OF CURRICULUM COMMITTEE

The results of the Commercial Directors' survey taken in March of this year have been tabulated and we are pleased to be able to publish them in this issue of the Newsletter. On behalf of the Committee, I would like to thank all the Commercial Directors who assisted us by filling out their questionnaires and returning them to us so promptly. The results of this survey give a meaningful evaluation of the effect the credit system is having on our Business Education subjects, as approximately two-thirds of the schools reporting are on the credit system.

- Bill McAdam, Chairman

Business and Commerce Directors' Questionnaire

SUMMARY

1.	Is your school presently on the credit system? If "yes", please answer all questions. If "no", please answer from question 25 to the end.	Yes No	216 109
2.	Has the total enrolment of students taking Business subjects increased as a result of the credit system?	Yes No	142 63
3.	Which subjects in particular have received an increased enrolment?	Typing Law D. P.	139 96 43
4.	Which subjects have encountered a decreased enrolment?	Accounting Shorthand B. O. M.	85 44 33
5.	How has the credit system affected the number of Business teachers on your staff?	Increased Decreased No Effect	76 26 105
6.	Are more 5-year students taking Business courses?	Yes No No comment	139 31 38
7.	What are the most popular Business courses chosen by these 5-year students?	Typing Law Accounting	136 88 60
8.	Does your department make use of a course description booklet?	Yes No	193 15

9.	Which of these arrangements do you favour for your subjects?	One Year Semester Trimester	154 39 10
10.	Which of these arrangements is your school presently on?	One Year Semester Trimester	194 13 5
11.	Do you presently offer the same subject at two different levels in the same year?	Yes No	103 107
12.	Whether you do or not, are you in favour of this arrangement?	Yes No	133 69
13.	If in favour, list the subjects in which you feel a four and five-year level must be maintained.	Accounting Shorthand Typing	98 44 39
14.	Would you be in favour of promoting a communications course (correspondence, grammar, listening and speech making) as a business option on a school-wide basis, as law has become?	Yes No	178 27

15. Do you prefer that all students at the end of grade 12 receive:

    (a) only the Secondary School Graduation Diploma 99
    (b) same as above, but with the specialty noted on it, such as "Clerical" or "Stenographic" 109

16. If you feel that graduates should receive a transcript in addition to a Secondary School Graduation Diploma, please indicate which of the following arrangements for the transcript you prefer:

    (a) The subjects taken by NO marks given 34
    (b) The subjects taken with ALL marks given 75
    (c) The subjects taken but with ONLY the marks in the final year shown 76

17.	In addition to the above, are you in favour of indicating the field a student specialized in on the transcript?	Yes No	145 47
18.	Are you in favour of obligatory credits in some of our Business subjects?	Yes No	118 86
19.	If you are in favour, which subjects would you make obligatory?	Typing Accounting Shorthand	107 62 17

20. How many credits do you require your Business students to take in:

    (a) 4-year level shorthand 3

(b) 5-year level shorthand	3
(c) 4-year level office procedures	2
(d) 5-year level office procedures	2
(e) 4-year level accounting	3
(f) 5-year level accounting	3
(g) data processing	1

21. Do you offer a one-year personal shorthand courses?	Yes	65
	No	136
If yes, which one?	Forkner	46
	Pitmanscript	16
	Shorterhand	2
	MacNab	1
22. Do you feel the image of the Business and Commerce Department has improved under the credit system?	Yes	132
	No	54

23. Do you have any suggestions as to how we can further improve our image?

1. Higher Standards
2. Promotion of Subjects and Department
3. Meaningful Courses
4. Liason With Business and Public
5. General Courses

24. Attached to this questionnaire is a list of Business subjects and four columns showing the four areas of study. Would you please check off the area, or areas, of study in which you classify these subjects.

25. Approximately what percentage of your four-year graduates last year went directly to employment?	80% to 90%
26. Approximately what percentage went to Community Colleges or other institutions of further training?	10% to 20%

27. Do you feel the trend toward post-secondary education is increasing?	Yes	265
	No	41
28. Do you feel that we should be moving in the general direction of providing a broader educational experience and less job-training?	Yes	115
	No	189
29. Are any business subjects offered in K to 8 in your feeder schools?	Yes	41
	No	271

30. Last year's questionnaire indicated that poor spelling was the biggest complaint businessmen have regarding our graduates...

(a) How are you attempting to improve the situation?

Formally -	Business Correspondence	76	
	Office Procedures	39	
	Typing	29	
	Shorthand	17	
	Machine Transcription	4	
	Unspecified	27	192
Informally -	All Subjects		32
Through the English Department			29

(b) How should it be taught in the high school ?

Formally -	Business Correspondence	36	
	Office Procedures	19	
	Typing	18	
	Shorthand	5	
	Unspecified	43	121
Informally -	All Subjects		61
Through the English Department			29

31. To what course outlines would you like to see the Department of Education now turn its attention ?

1. Consumer Education
2. Law
3. Marketing
4. Data Processing
5. Economics
6. Accounting
7. B. O. M.
8. Business Finance

32. Do you thing that standards in the Business field have gone down during the past three years ?	Yes	138
	No	157
33. How many different Business courses do you offer in your school ?	Average	20
34. How many full teacher timetables do you have in your department ?	Average	6
35. What is the largest number of lesson preparations for any teacher in your department ?	Average	5

BRIEF

Submitted to: The Committee on the Costs of Education in the Elementary and Secondary Schools in Ontario.

Submitted by: The Ontario Secondary School Teachers' Federation, Kirkland Lake Division of District 32.

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PREAMBLE

This brief was prepared by a committee composed of four local O.S.S.T.F members, Mr. William Smith, Mr. R. Kemball, Mr. David Wright, and Mr. Robert Zidar.

Guidelines were given to each member of the Kirkland Lake Division, and a series of three informal meetings were held with interested members. The information, comments, and suggestions were then reviewed by the four committee members, and the brief prepared to incorporate as much of the relevant information as possible.

It should be noted that the views expressed in the brief are not necessarily those of all members of the Kirkland Lake Division of O.S.S.T.F., but the committee feels that they are representative of the membership as a whole.

GUIDANCE SERVICES

"In view of the wide variety of curricular choices available, it is essential that high priority be given to the consultation resources in each school."

"The planning of individual programs with students necessitates continuous assessment of individual potentialities and achievement. Guidance services are vital in such areas as ... the maintenance of a continuous counselling service."

Circular H.S.1 1972-73 page 12.

It is the feeling of this committee that provision should be made by the Department and all school boards to maintain guidance services throughout the summer months. This is necessary for the following reasons:

a) Students choose their programs prior to receiving their final report card on or about June 30. After subject failures are known, programs must be changed. Guidance personnel should be available for consultation after June 30th.

b) Many schools are now operating summer school from the beginning of July until the middle of August. Student programs must again be modified after results of summer school are known. Consultation services are necessary.

c) Summer school students should have the opportunity of using guidance services throughout the summer.

d) Although many schools operate guidance services during the summer months, counsellors are not usually paid, but take equal holidays some other time during the year. This seems contrary to the principalesas outlined in H.S.1 1972-73, in that such services are curtailed for the period of the counsellor's absence. Many counsellors also teach a number of classes, and holidays taken during the regular school year are to the detriment of the students in those classes.

MEDIA CENTRE SERVICES

"An increased emphasis on independent study and research requires a variety of learning materials. Areas for independent and small group activities are encouraged."

"Consideration should be given to the extension of service to evenings and weekends."

Circular H.S.1 1972-73 page 12

In the opinion of this committee special grants should be made available to schools operating library and media centre services evenings and weekends, especially in small communities remote from large centres.

Our reasons are as follows:

a) Books and materials available in school libraries are purchased with the student in mind, to supplement texts and other materials used in the classroom. This is not necessarily true of a town library.

b) The school librarian and teachers are better able to locate, catalogue, and disseminate information required by students than a municipal librarian.

c) In smaller outlying towns, university extension courses, night-school courses and summer courses are offered in the secondary school buildings. Universities are willing to place their books and materials in the school library on a loan basis for the benefit of their students. This is not possible if the media facilities are not open and staffed by qualified personnel. Night school and summer school courses are more meaningful if these facilities are available.

Because of the increased emphasis on, and need for media centre facilities, this committee suggests that the Department investigate the facilities available at all secondary schools in the province, and that the upgrading at these facilities be given a high priority, especially in communities where these facilities are far below standard.

Further to this, it is our feeling that any expansion or alteration be done after consultation with school principal, librarian, media centre personnel, and teaching staff, to insure that monies spent are used to provide the best possible facilities for school and community.

INCLUSION OF TEACHERS AND PRINCIPALS ON DEPARTMENTAL COMMITTEES DECIDING POLICIES AFFECTING STUDENTS AND THE QUALITY OF EDUCATION.

We strongly urge that principals and teachers be included on all Departmental Committees deciding policies affecting students, and the quality of education. These representatives to be appointed by each of the affiliates of the Ontario Teachers' Federation.

We make this recommendation because:

a) We feel that such publications as H.S.1 1972-73 effect school organization, programs, and policies. Such material should be thoroughly discussed by educators from the classroom, to insure that planning, budgeting implications, staffing implications, and instructional implications are realized.

Further, we feel that conversion timing from the Robarts approach to the Credit System approach should have been more carefully considered and the final objective of the Department more clearly stated prior to 1972. Teachers and principals would be a definite asset on the organizational committee involved.

b) It is the opinion of a large number of our members involved, that the Minister's "Proposed Changes in the Certification of Vocational and Occupational Teachers of Ontario", has far reaching negative implications affecting students and the quality of education in these two areas.

Further, we feel that this proposal was probably made to give advantages to hiring boards who are beset with problems of finance and salary expenditures resulting from the Minister's imposed ceilings. This seems to be a problem of quality suffering because of costs. Vocational and technical teachers would have been a definite asset on the organizational committee involved.

TEACHER/PUPIL RATIOS

A large percentage of the cost of education in Ontario results from expenditures for instructional salaries. Many boards of education, and the public in general feel that these expenditures could be decreased by increasing the teacher/pupil ratio.

It is our feeling that teacher/pupil ratios, as they are presently used, do not give board members or the general public a clear picture of the actual in-class situation. As a result teachers are thought of as underworked and overpaid, and there is mounting pressure to increase teacher workload. Such moves generally receive a sympathetic ear from the general public.

Present Procedure

Example:

Total teaching staff, administration, guidance personnel, library staff, etc.	100
Total student enrollment	1700
Teacher/Pupil Ratio $\frac{1700}{100}$ or 17:1	

A More Realistic Procedure

Example:

Total staff		100	
Less: Principals	3		
Guidance Staff	8		
Librarians	2	13	
Actual Instructional Staff		87	87
Total student enrollment			1700
Teacher/Pupil Ratio $\frac{1700}{87}$ or 19.3:1			

There are other more valid methods of presenting a realistic picture, and the Provincial Office of the Ontario Secondary School Teachers' Federation in Toronto would be a good source of information on this topic.

(Refer to Mr. G. Webster, Chairman of the Conditions of Work For Quality Teaching Committee.)

PUBLIC KNOWLEDGE OF DEPARTMENT AND BOARD FINANCING

Many educators, and the public in general feel that board administrative costs should be looked at as closely as instructional costs before priorities are set and cuts in spending made. This is especially true since the creation of the larger board areas, and the imposition of the Minister's ceilings.

Those in charge of financing are directly accountable to the public at large, and more specifically to the educators. However, methods of financing, i.e. grant structures, ceilings, per pupil costs, remain a mystery to public and educators alike because of what appears to be Department and Board secrecy and jargon.

We recommend that the Department publish a layman's book on education financing to be distributed to interested parties and groups, and that meetings at the local level with individuals, teacher groups, ratepayers associations, municipal officials, and others, be held periodically to explain these calculations.

These groups would then be in a position to decide what the priorities are, and would see clearly how their demands would affect other services they wanted for their children.

STUDENTS IN ISOLATED AND REMOTE AREAS OF THE PROVINCE

Students in these areas should have an opportunity to travel to other centers in the province in order to widen their horizons, and to some extent prepare themselves for relocation in urban areas after they have completed their secondary education. Students in large centers have definite advantages because of their wider experiences, familiarity with large urban centers, and proximity to the labour market.

We have provided such opportunities, within the limits of our budget, through our curricular and extra-curricular programs. However, priorities are in the curricular area, and ceilings as they are, limit extra-curricular travel.

A NEW WEIGHTING FACTOR

We recommend that a new weighting factor be introduced for boards in areas where large decreases in enrollment will occur in the future.

Reason:

A large portion of board expenditures are fixed, even in the extraordinary section of the budget. Revenues decrease with decreasing enrollment, and are not sufficiently offset by increase in per pupil revenues to maintain quality and equality of education.

ONTARIO SECONDARY SCHOOL

TEACHERS' FEDERATION

KIRKLAND LAKE DIVISION

OF DISTRICT 32

Committee Members:

Robert Kemball

Robert Kemball

William Smith

William Smith

David Wright

David Wright

Robert Zidar

Robert Zidar

BRIEF TO THE
COMMITTEE ON THE COSTS OF EDUCATION

Prepared by

R.H. Patterson and V. Feres

on behalf of the

Renfrew County Chapter of the

Ontario Technical Directors' Association

March 1972

We ask that the following points in support of the present expenditures on technical education be taken into account when considering the total costs of education.

COST OF ABANDONING TECHNOLOGICAL RACE vs. COST OF TECHNICAL EDUCATION

The Senate Committee Report on Science Policy (reported in the Ottawa Citizen, 18 January, 1972--see Appendix 1) indicates that "an industrial revolution is necessary if this country's secondary manufacturing industries are to survive the present world technological race. Nothing less than this will bring the necessary specialization, improve productivity, build up innovative capacity, and substantially increase the flow of successful technological innovations. Top management here must develop a new outlook and strategy aimed at improving innovative capacity. In the world of tomorrow there will be no other choice for survival and expansion. Canada must become an innovative nation, almost a country of inventors, as we move into the third and permanent technological revolution."

Only by applying continued emphasis on the technical education of our youth can we hope to even come close to meeting the demands the above report says we must meet in order for our country to survive.

Training must therefore take place in Canada rather than depending on imports from Europe or elsewhere, as Canada has

been forced to do in the past. The Colleges of Applied Arts and Technology partially fill this gap, but this means that a student must be prepared to attend school for a further one or two or three years after completion of high school.

What about the student who will not attend school past the grade twelve level, because of lack of ability or funds or disinterest? It is therefore the responsibility of the tax-paying public to provide for these students' needs at the high school level in the form of vocational courses--technical and commercial.

If the student is given a wholly academic education in high school, his innate manipulative skills and technological aptitudes would not be discovered or nurtured. It is doubtful therefore that many students would be even interested in pursuing a technological career at institutes of higher learning. The potential contribution of these students to the industrialized society would be lost if the students are not presented with a curriculum that fulfills their needs or develops these aptitudes.

We agree therefore to the implementation of technological studies on the K-13 concept of continuing education.

In May of 1971, Mr. Carl E. Scott of the Ford Motor Company, expressed the following thoughts at the College of Education, in keeping with ideas expressed by the Senate Committee. (The article was published in the O.S.S.T.F. Bulletin of December

1971. A copy of this article is included in Appendix 2.)

"We must encourage our educational system to make sure that the quality of vocational and occupational training matches up with education in other disciplines. And this commitment begins at the school level, not in the colleges and universities."

"For every future lawyer, doctor, engineer sitting in that secondary classroom, there is a tinkerer, a metal craftsman, a designer, a mechanic, an electrician, a radio or TV commentator, a dramatist.

"Therefore, in our view, it is precisely at the public and high school level that these special youngsters must be made to feel that their future is important to us. None must be left to drop out simply because they feel society has not assigned enough priority to his chosen skill. He or she must not feel left out of some arbitrary elite group that has no room for a welder or seamstress.

"My point simply stated is this. School life must not be a time of wastage for tomorrow's potential craftsmen."

"I seriously suggest that in our haste to create new economic and social blueprints we had better recruit and train skilled Canadians to implement them. This is the basis of my case in favour of reinforced programs of industrial arts and vocational education."

"We owe it to ourselves as Canadians--and to our young people--to balance this kind of unbalanced use of human resources. We need to glamorize the role of the doers."

"To be competitive in the real world, Canada needs better artisans, craftsmen and occupational specialists. They too must be given an elite aura.

"The stage is set for assigning top priority to training future craftsmen. Let me give you four emerging reasons:"

"To be successful in the years to come, companies must employ the very best calibre artisans to meet the rising expectations of the market place."

"The instincts, skills, innovativeness and dedication of highly-motivated craftsmen will be vital to this revolution in our manufacturing and production processes."

"Old-fashioned pride of workmanship needs to be resurrected."

"Every trade, craft and vocation represented in our economic life is undergoing rapid change as it adapts to this accelerated evolution."

COST OF GOVERNMENT SUBSIDIES
vs.
COST OF TECHNICAL EDUCATION

The federal Department of Industry, Trade and Commerce in its "Industry Modernization for Defence Program" has spent approximately $10 million each year since 1964 "to ensure that Canadian defence industry was capable of meeting the technological standards necessary for the production of present and future requirements in the international defence market." "Government pays 50 per cent of the cost involved in buying the equipment and in the case of advanced machine tools, it pays the total acquisition costs."

Also, George House, assistant director of the Centre for Applied Research and Engineering Design at McMaster University and formerly with the Federal Government's Department of Industry, states in an article that, "What has been created in metalworking because of advanced technology is the demand for a higher level of education in technical subjects and mathematics of the young people seeking employment in the various sectors of manufacturing. Without removing the importance of skills in machining operations the tendency in the future will be toward developing technical skills rather than manual skills.

"How will young people obtain such technical skills? Primarily in the technical schools, community colleges or their equivalent as these schools obviously have a place in educating our youth."

"It is now recognized that by far the larger number of skilled tradesmen employed in metalworking are European immigrants. In view of the outstanding advances in metalworking technology the education of future entrants in the fields of production and manufacturing must be drastically revised and on a national basis."

It has been noted by Dr. M.C. de Malherbe during one of his studies that "it soon became evident that there were major deficiencies in the preparation of high school and technical school students for employment in the new technical areas of production." (Quotations are taken from articles in the March 1970 issue of the magazine, "Canadian Machinery and Metalworking.")

In view of the above, any reduction in spending on technical education would have disastrous effects on Canadian industry, and on the employment potential of our youth who are working their way through our educational system.

Subsidies can be reduced over the years with the implementation of a sound technical educational system that is not skill oriented but technological in nature. The teaching of manual skills has been de-emphasized in the last few years and courses with a firm technological base have been introduced in their stead. The graduate of a technological course is therefore a student with a broad educational base and flexible enough to adjust mentally and psychologically to the ever-changing needs of our technological society.

COST OF UNDEVELOPED TALENT BY LIMITING COURSES
vs.
COST OF TECHNICAL EDUCATION

Technical courses very positively serve the education of Ontario's youth by encouraging a student to continue his education in subjects he has an ability to succeed in because of his natural aptitudes. All students are not motivated by the same subject material; "they will work hard at what interests them and avoid that which is beyond their ability or which is irrelevant to their goals and hopes and ambitions. They are stimulated by experiences that appropriately challenge their abilities and aptitudes and which reinforce their self respect and sense of worth. They gain little but frustration from struggling with problems that are beyond their reach" or outside their circle of interests. "Each student is an individual in his own right with his own particular profile of aptitudes, talents and limitations. Ontario society pays $1400 or $1500 a year at the secondary level to have these talents and aptitudes developed, so that the individual will be self motivated and self sustaining and will carry his share of society's load. It does not pay the school to sift out and discard the less able and to extol and cherish the talented."

The above are excerpts from a published reply made by Mr. Alfred Crutcher, the Director of Education of the Renfrew County Board of Education, to questions posed in a brief presented to the Renfrew County Board of Education. (See Appendix 3 for the full remarks of Mr. Alfred Crutcher.)

Mr. Crutcher refers to the profiles and aptitudes of the various types of students. The students who are not inclined towards an Arts program cannot be ignored in the public high school system of education, provided by the taxpayers of Ontario. The needs of all students must be met by an array and variety of courses to suit the aptitudes of the talented Arts students the talented Technical students, the talented Occupations students and also those who are not talented.

The development of these talents costs all Ontario taxpayers large sums of money each year whether these talents are developed to the fullest or not. Because students are the children of taxpayers in Ontario, who is to say what talents should be developed, or to what extent they should be developed, or whether a certain type of talent should be developed or ignored? If paying for the development of talents is burdensome to the municipal taxpayers, then it is the responsibility of the elected politicians to devise another method of funding the educational system. It is unfair to save money by discriminating against children who are not as gifted as others or talented in a different way.

COST OF RETRAINING
vs.
COST OF HIGH SCHOOL TECHNICAL EDUCATION

In December of 1971 it was announced by the Ontario government that a new $2 million winter works program was being initiated for about 3000 unemployed persons. Labor Minister Gordon Carton said that "a major segment of the program will operate in conjunction with the current apprenticeship and training-in-industry programs of the Industrial Training Branch."*

In October of 1971 the federal government announced a $35 million plan for 25,000 jobless youth.

A U.S. study has indicated, as might be expected, that it is far less costly to continue the education of a young adult in technical and occupational programs than it is to "re-train" him as an adult.

A further report* indicates that "employment more than doubled among a group of 125,713 persons after they completed retraining courses in 1970" and "Employment among those taking vocational skill courses increased to 79.6% from 47.2%." It should be noted here that it is among the "vocational skills" job openings that Canada has relied on immigrant workers to fill.

If more students had taken technical courses at the high school level, the cost of retraining and subsidizing the

* Newspaper articles

unemployed worker would be greatly reduced. Therefore the technical courses should be continued at the high school level despite the apparent higher cost involved.

It must be conceded that the retraining and subsidization of workers is a necessary but expensive part of our Canadian way of life. Industry in the past and at present has provided retraining and upgrading courses for workers who are needed to fill specific supervisory or managerial positions, but this program has been costly and therefore restrictive.

In many cases, retraining is not being done but rather a program of training. The unemployed worker receiving this form of training could have received it in the high school setting at a lesser cost while at the same time upgrading his academic standing.

COST OF FALLING BEHIND THE U.S.
vs.
COST OF MAINTAINING PRESENT TECHNICAL AND COMMERCIAL COURSES

The United States, customarily ahead of Canada in educational and other matters, has introduced, on a trial basis, in six American cities, what they call "Career Education." This is a program which includes all educational experiences geared to preparation for economic independence. It is the aim of the U.S. Commissioner of Education, Dr. Sidney P. Marland, that career education become a part of the curriculum for all students. The program involves information and counselling in 15 clusters of occupations, each student having the opportunity to explore three of these. Specialization or occupational training would be offered in senior high school.

This information is taken from an article published in the magazine, "Industrial Arts and Vocational Education" in November 1971. (See Appendix 4.) Since that date the President of the United States has approved the funding of the proposed Career Education program.

An editorial in the Wall Street Journal, September 13, 1971, concluded by saying, "In other words, the present system is highly inefficient if we are to assume that one role of education should be to prepare people for a useful role in the economy as well as a responsible role as citizens. To fill that role some educators will have to adopt some new attitudes toward their task. There also will be some considerable expense in developing the curricula, teachers and laboratories for

this purpose.

"Even so, if the fruits of such an effort will be to improve the skill level and productivity of the economy, to create greater job satisfactions for a wider number of people and to remove some of the class and status considerations that have attached themselves to work, the effots will have been well worth making."

If this Career Education scheme is introduced in the educational system of the U.S.A., and by all indications it will be shortly, the Ontario educational system will slip behind the U.S.A. even if we maintain the present status quo. Ontario and the other provinces in Canada must therefore improve and develop what we now have, rather than take a retrograde step by limiting or eliminating courses that might be costly by the very nature of the subject.

In conclusion, this brief supports the present level of expenditure on technical education because:

-- technical education can provide the technologically-prepared employees which Canada's secondary manufacturing industries need in this technological age;

-- a shortage of technologically-prepared employees has forced the federal government to spend millions of dollars on subsidies so that parts of Canadian industry can compete with the USA;

-- if there is to be "equality of opportunity" in education for our young, then all students have a right to develop their particular talents and aptitudes to the fullest degree;

-- the very high cost of "retraining", which, in the case of "jobless youth" too often is "training in the first place", is higher than the cost of preparing our youth through high school technical education for a place in this technological world;

-- the U.S., now only <u>one</u> of the most technologically advanced nations in the world, which offers the stiffest competition for our Canadian markets already, is embarking on a system of "career Education", (<u>compulsory</u> job-oriented high school courses) and will therefore become more technically advanced and offer us even stiffer competition in our own and foreign markets in the future if we do not at least attempt to keep up with them by maintaining our present high school technical and commercial programs.

APPENDIX 1

Industrial revolution: way to our technological survival

By John R. Walker
Southam News Services

An industrial revolution is necessary if this country's secondary manufacturing industries are to survive the present world technological race.

That is the considered view of the Senate science policy committee in its reports on the targets and strategies for a science policy for Canada in the seventies.

Canadians have been "late imitators and protectionists" too long, the report contends, and "Canadian industry will have to innovate much more than in the past if it wants to grow—or even survive."

And as part of a new national industrial strategy, the industries must take a close look at themselves and develop plans for specialization, greater innovative capacity and international competitiveness, which can become part of the government's general industrial policy for the future.

Trouble ahead

"We are convinced," the committee states, "that secondary manufacturing—whether Canadian-owned or foreign-owned—is rapidly reaching a structural dead-end.

"Nothing less than an industrial revolution will bring the necessary specialization, improve productivity, build up innovative capacity, and substantially increase the flow of successful technological innovations."

This will require mergers of companies in most industries, it will require more specilization of products manufactured; it will require better management attuned to the need for research, development and innovation; and it will require a less passive policy towards foreign ownership.

And the first requirement, according to this report, is for secondary manufacturing industries to organize task forces including labor representatives to draw up plans within a year to improve innovative and competitive practices.

The same effort should be made by primary manufacturing and resource-based industries to improve their research and develpment performances, to economize resources, utilize wastes and discover new uses for their products.

The Senate report reviews Canadian industrial development from the national policy of Sir John A. Macdonald through Laurier's policy of opening the West, to show that both of these policies encouraged protectionism, the growth of foreign subsidies and a primary concern with the Canadian market for manufacture and the sale of raw materials abroad.

Protectionism

"Those two business attitudes—the reliance on protectionism and the exploitation of resources—have contributed to the weakness of industrial research and the innovative spirit in Canada.

"They have already hampered the balanced growth of the Canadian economy and will be much more harmful as we move into the third and permanent technological revolution."

The report stresses that "if Canadians had been better innovators, fewer Canadian manufacturers would be restricted to the small Canadian market and Canada would be host to fewer foreign subsidiaries."

Arguing that Macdonald's national policy was not encouraging of technological innovation, the report says that "in the long run it has created an atmosphere of false security that now threatens to bring some of these industries to a dead-end.

"Top management here must change its philosophy and attitudes. It must forget the past and develop a new outlook and strategy aimed at improving innovative capacity. In the world of tomorrow there will be no other choice for survival and expansion."

At the same time, the report urges a new look at Canada's resources industries based on this country's vast but not infinite supply of raw materials.

"The conventional Canadian economic strategy of encouraging the rapid exploitation of our natural resources and rising exports of raw materials appears to be most unwise."

The report urged a flexible strategy for the future use of Candian resources, with governments and industries taking a more selective approach to the exploitation of various materials.

Need for innovation

Much of the Senate's report emphasizes the need for Canada to become an innovative nation. The "technological game," as it argues, is not the sole preserve of the biggest nations.

"The salient problem of Canadian manufacturing industry is its 'stunted' development: It is limited to the scale of the Canadian market and it is excessively dependent on imported technology.

"The growing concentration of industrial power in foreign trans-national corporations could seriously curtail the expansion of Canadian-based industry."

The report says that over the long term "Canadian manufacturing industry will have to cope with progressive sophistication of products, automation of production, diminishing tariff protection and increasingly keen competition in both domestic and international markets."

Canadian industry is termed "desperately weak as a performer of research and development" the report argues that by 1980 research and development by Canadian industry, both manufacturing and primary, should constitute about 60 per cent of the national research and development effort, rather than 37 per cent as it is now.

The report strongly suggests the need for a competition policy which would encourage more mergers within industry to permit innovation and more efficient competition on the world market.

More mergers

And it criticizes the proposed Competition Act for failing to provide that encouragement.

But even more important, it argues, is a foreign-ownership policy which, while concerned about foreign takeovers, is even more concerned about encouraging American subsidiaries to develop greater innovative capacity and greater export capacity.

At the same time, foreign ownership in the raw-material industries has led to a lack of innovative development and a failure to obtain more processing of these materials in Canada.

Senate probe on industrial success—$4.75 billion

By Peter Calamai
Southam News Services

Canadians have been warned to assume the responsibility for their own destiny or face the inevitable extinction of the nation's secondary manufacturing industry within a decade.

This harsh warning is the main thrust of a Senate committee report on science policy.

In a series of 60 specific recommendations, the report outlines what amounts to a manifesto for a new economic policy for the nation. Senator Maurice Lamontagne, an economist, is chairman of the science policy committee.

New attitude

But the new national policy will succeed in keeping Canada strong and free only if it is accompanied by profound changes in the mentality and attitude of business, labor, government and academics, the committee states bluntly.

The report's 280 pages repeatedly refer to "drastic r utions" which must occur in every segment of Canadian life if the nation is to catch up in the global technological race.

The cost of a successful national transformation will be high: $4.75 billion to be spent on research and development of science and technology by 1980 compared to just more than $1 billion in 1969.



Sen. Maurice Lamontagne
Headed study

Radical changes will be necessary in Canadian traditions and attitudes, the committee warns in its report released today. Some major public and private institutions will fall by the wayside and others will suffer deep re-adjustments in role and orientation.

Cost of passiveness

But the cost of remaining passive towards emerging world trading trends and relying on natural resources and the service industries will be much higher.

"That choice will almost inevitably lead to an economic deadend that only annexation to the United States could delay," the senator concludes.

The committee's report was rushed out in page-proof form just two days before Alastair Gillespie, minister of state for science and technology, is scheduled to place a preliminary science policy proposal before the federal cabinet. Details of the plan, rumored to stress industrial innovation, are expected to have a prominent spot in next month's throne speech.

The Senate report's plan is a new national policy—a term borrowed from Sir John A. Macdonald's 1879 protectionist policy—combining science policy and industrial policy into a "new innovative synthesis."

Canada's only chance for survival in the post-industrial world, states the report, is to become an innovative nation, almost a country of inventors.

Recommendations

The report, a result of committee hearings which began in November, 1968, and produced a critical review of Canadian science and technology in December, 1970, makes the following key recommendations:

- The 1980 goal for spending on all scientific research and development should be 2.5 per cent of the gross national product —almost double 1967's 1.3-per-cent level. This goal means a 15-per-cent annual growth in expenditures to $4.75 billion in 1980.
- Financing of basic scientific research should be slashed to only 10 per cent of total national spending on research and development by 1980—compared to 23 per cent now—by applying strict criteria of excellence and social relevance to financial requests.
- Research and development done by industry should increase from the 1969 level of 37 per cent of total research and development spending to 60 per cent by 1980. That means $2.9 billion spent in industry as opposed to $390 million in 1969.

Bulk of expenditure

These targets for basic research and the economic innovation process account for roughly 70 per cent of the total $4.75 billion expenditure in 1980, the report estimates.

The remainder would be spent on "social innovation" in the areas of education, social security, urban living and housing, crime prevention, health care and pollution abatement. But specific recommendations for these areas will be revealed in a third report, tentatively scheduled for Easter.

Throughout the report, heavy emphasis is placed on participatory and "anticipatory" democracy.

A special committee on the future is proposed for the Economic Council of Canada to act as a national "lookout institution," projecting the Canadian economic environment in 1985 and the year 2000.

Five-year plans for financing science and technology should be begun by Parliament in 1980 with an over-all plan to cover the seventies ,the committee recommends.

For a "grass-roots" approach, the committee recommends a Senate-initiated commission on the future, with broad representation from private and public organizations.

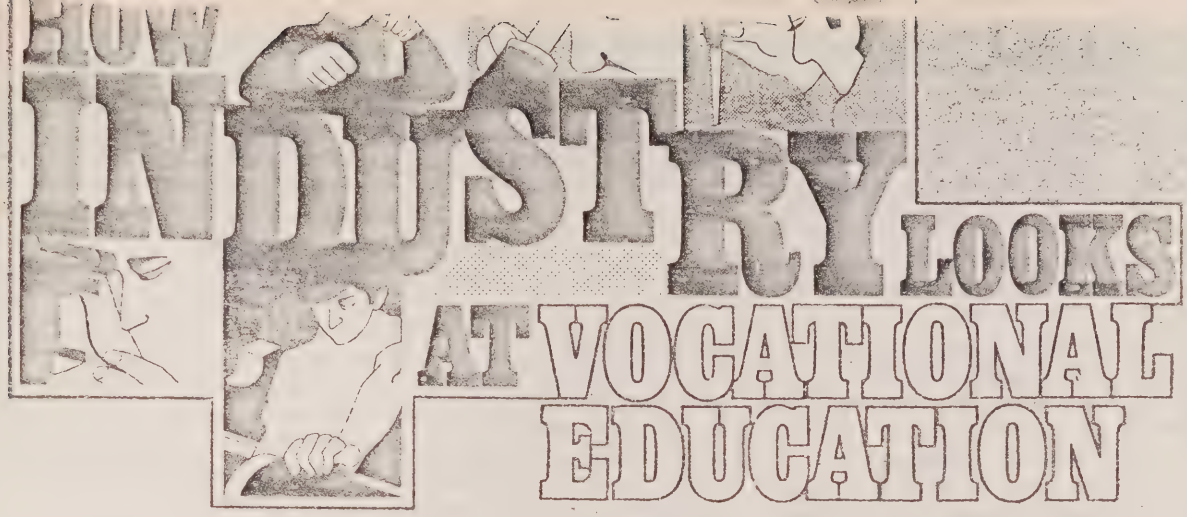
"This is the age of involvement and it is nowhere more necessary to involve people than with the future," the report states.

Same theme

The same theme of participation is carried through in other recommendations calling for industry-labor task forces to propose mergers improving innovation and efficiency in both primary and secondary manufacturing industries.

Similarly, universities and industry are urged to co-operate on a task force to estimate how many scientists and engineers of what types will be needed for the national policy to be effective.

APPENDIX 2



HOW INDUSTRY LOOKS AT VOCATIONAL EDUCATION

by CARL E. SCOTT

Mr. Scott is chief Executive Officer of the Ford Motor Company of Canada. These remarks were made at the College of Education, U. of T. in May of this year.

I believe it is time for fresh emphasis on vocational and occupational education. True this is being done partially through Ontario's expanding community college program. But we dare not ignore the untapped practical talents in our schools — talents which all too often do not become exposed to the community college system. We all agree that our traditional emphasis on academic training has provided Canada with a professional class on a par with any other country. But we must be concerned lest this threatens a serious imbalance between Canada's intellectual and practical human resources. In short, we need future generations who are doers as well as thinkers and planners.

Unquestionably my views on this subject are conditioned by my own working environment. The skills and talents of automotive people cover a wide spectrum, but my industry's roots are in craftsmanship and mechanical innovation. Henry Ford I was an artisan. Over the years, his successors blended the contributions of doers and planners. This meant teaming up men who could design and build cars with those who could plan and manage plants, and those who could conceive and carry out marketing programs, as well as a further group schooled in a multitude of other managerial fields. The relative influences of those people in the ultimate success of the industrial enterprise that is Ford today by and large have been balanced.

It is only natural for me to extend these lessons of my own business experience to the world at large. I do not want to see our viable society of today become a lopsided employer of human resources. To avoid that, we must encourage our educational system to make sure that the quality of vocational and occupational training matches up with education in other disciplines. And this commitment begins at the school level, not in the colleges and universities.

We in business learned a great deal more about young Canadians in recent years than our predecessors did over many generations. For one thing, earlier maturity and greater affluence brought thousands of adolescents into our consumer markets for the first time. Second, while perhaps overdone as a result of adult indulgence, youthful outspokenness raised voices that could not be ignored. While the existence of most social abuses challenged by these voices are not unfamiliar to us, at least the urgent need of solutions deserved to be expressed. I honestly believe that the generation gap has increased our awareness of each other — if not our total agreement on issues. Being better acquainted with our young people, businessmen have become more concerned about their education. We have become more sensitive to the importance of the teaching profession.

I am sure that this audience will agree when I say that among the businessman's most exciting re-discoveries about modern youth is that by and large they cherish the timeless human qualities of inquisitiveness, innovation and willingness to take risks. These values stand out as their trademarks despite the extraneous sounds and colors of various so-called sub-cultures associated with contemporary adolescence in recent years. These are exactly the personal qualities that appeal to a businessman. They are an important common denominator between two generations.

We also have re-discovered that such values are germinated at the school age level. We find school kids today as fascinated as their predecessors were with processes in our plants, inner workings of our products and the mystique of our dealer workshops.

Our obvious conclusion is that for every future lawyer, doctor, engineer sitting in that secondary classroom, there is a tinkerer, a metal craftsman, a designer, a mechanic, an electrician, a radio or TV commentator, a dramatist.

Therefore, in our view, it is pre-

APPENDIX 3

A brief to the Renfrew County Board of Education, and a letter to the Mercury-Advance can have pretty good results.

So Rev Bill Hare and Ruth Gibbons are finding out.

Mr Hare, minister of Grace, Haley and Northcote United Churches, appeared before the board Dec 11 to present a brief and ask several questions regarding a department of education ruling referred to as HS-1.

In his brief, Mr Hare said the discarding of compulsory subjects such as English and history was not a sound move. He said the Ontario education system had forgotten its heritage and regressed to the local level. There is no uniformity of standards, he said.

Among the questions Mr Hare asked in his brief were:
—What arrangements are made for the wide variation in pupil ability in each subject?
—How equal are courses in credit value?
— What happens to teachers of a subject if the number of students taking a subject sharply increases?
—Are there any national standards of education?
—Is there any limit to the number of options offered?
—Are there any provincial standards?
—What happens to transferred students?
—How compatible are courses of the same name in different schools?

In a letter to the editor of the Mercury-Advance Jan 5, Ruth Gibbons of Chenaux asked for a public explanation on the part of the board to Mr Hare's questions.

The reply, from director of education Alfred Crutcher, follows:

What arrangements are made for the wide variation in pupil ability in each subject?

"Where numbers permit, courses are offered in many subjects at three or four levels of complexity so that students may select from these according to their abilities and interests and their personal and vocational goals in life. The level of treatment is indicated in the published handbooks of each secondary school."

How equal are courses in credit value?

"The department of education stipulates that a subject which commands 110 - 120 hours of school time, rates one credit. For 60 hours it would draw half credit. Twenty seven credits earn a Secondary School Graduation Diploma. The real worth of a credit course is the contribution it makes to the development of the particular pupil taking it. One hundred and twenty hours of meaningful experience for a slow learner in grade nine is worth just as much as a similar amount of time in an equally meaningful course for a highly talented pupil in Grade 12. Both the pupils and the taxpayers have the right to expect this valuation of time and money and personality."

What happens to teachers of a subject if the number of students taking a subject sharply increases?

"It depends in part on when the sharp increase occurs. Over a period of several weeks each year pupils and parents and teachers are engaged in sorting out the array of subjects to be pursued by each of one thousand or more pupils in each of our high schools the following year. The principal and designated members of his staff with the aid of a computer, establish classes of suitable size in terms of the limitations imposed by the pupil-teacher ratio of 17:1. Every effort is made to supply each pupil with the options he chooses. Where the pupil changes his mind, as do about 20 per cent each year, the principal tries to accommodate his wishes insofar as class size and other factors permit. There are practical limits to the amount of change that can take place in 1400 interlocking timetables in a large high school."

Is there any limit to the number of options offered?

"The number of options offered depends on the number of pupils enrolled, the number of pupils choosing each option, the number that may reasonably be accommodated in any class, and the established pupil-teacher ratio, now 17:1. Classes of three or four pupils are very costly and not very effective. The limiting factors are cost and operational effectiveness."

Are there any national standards of education?

"The British North America Act makes each province responsible for education. There are no common courses of study for the nation nor are

"BRIEF, LETTER SPARK REPLY FROM BOARD OF EDUCATION"

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there uniform examinations across the land. The demands of life in a modern industrial society such as Canada place requirements on all schools that result in a high degree of equivalence in the output of the ten jurisdictions. Good students from any part of Canada are welcomed into post-secondary institutions in other parts of Canada."

Are there any provincial standards?

"Province-wide examinations in grade 8 disappeared nearly 25 years ago. The last of the Grade 13 Department of Education examinations was written seven or eight years ago. There is little or no indication of any loss in their departure.

"Community expectations, parent concern and involvement, the personal and professional pride of the teachers and the motives and drives of students guarantee acceptability of performance and level of attainment quite as well as the artificial measuring stick of provincial examinations."

What happens to transferred students?

"The individual pupil timetable which is the rule now in Ontario high schools, and the multi-level of complexity offered in many subject areas makes it easier than it has ever been before to integrate a pupil from another system into a particular school. This applies as readily to pupils from other provinces or countries as to those from other parts of the same county. Conscientious principals have always assisted pupils in the articulation of programs as they have transferred from school to school."

How compatible are courses of the same name in different schools?

"Where teachers are of comparable skill and experience and where pupils are of comparable talent, it is almost certain that advanced level courses in one school will approximate in depth and intricacy those provided in another school. Likewise courses at ordinary and remedial levels. Since all Ontario secondary teachers graduate from the same three Colleges of Education and are certified by the same Ontario Department of Education and since salary incentives are similar in one county to another, all the pertinent components of the educational system point to comparability of performance and output from school to school. This is further reinforced by the fact that the Ontario Department of Education lays down the basic philosophy and guidelines for all school subjects regardless of the part of the province where they may be taught."

The board appreciates the interest and initiative of Reverend Hare in coming to its meeting and making his presentation and also of Mrs Gibbons in seeking public clarification of these issues. Individuals or groups wishing to pursue further the questions dealt with here are invited to get in touch with any of the board members of the area, with the principals, or with the director.

In answering the questions, Mr Crutcher pointed out that students whether at the Grade 1 or the Grade 13 level react to life around them in much the same way as anyone else.

"They will work hard at what interests them and avoid that which is beyond their ability or which is insufficiently challenging or which is irrelevant to their goals and hopes and ambitions. They respond positively to encouragement and praise and negatively to criticism and compulsion. They are stimulated by experiences that appropriately challenge their abilities, which reinforce their self-respect and sense of worth and which strengthen their status as accepted members of their peer group. They gain little but frustration from struggling with problems that are beyond their reach and they weary from the monotonous, the repititious and the dull. There is enough of these ingredients in the most interesting assignment that no student can escape the self-dicipline which facing them demands."

Mr Crutcher noted that each student is an individual in his own right with his own particular profile of aptitudes, talents, and limitations.

"Ontario society pays $1400 or $1500 a year at the secondary level and $700 or $800 a year at the elementary level to have these talents and aptitudes developed so that the individual will be self motivated and self sustaining and will carry his share of society's load. It does not pay the school to sift out and discard the less able and to extol and cherish the talented. Nor does it pay the school to press all students into the same mould even though it encourages a common currency of mutual understanding and good will".

APPENDIX 4

Career education—new relevancy for our schools

"Career Education" now enjoys almost universal attention, support and priority in public education.

Looking back it is almost disheartening to see how slowly the career education concept evolved. For 100 years education in this country has been geared to preparation for the professions and hence for college entrance. Since 1906, "voices in the wilderness" have been espousing a more appropriate kind of public schooling for millions of young people who need to go to work.

In 1966 the AVA House of Delegates passed a resolution calling upon members of the association to ". . . join with those responsible for the elementary, secondary and postsecondary schools in developing programs of occupational education appropriate for all students and participated in by all students in elementary schools, junior and senior high schools and post-high school institutions."

But, obviously, this is not the time to rake over past failures at all levels of public education to grasp an idea whose time appears to have finally arrived. Effective implementation of career education rests in the hands of all persons in the educational system—teachers, administrators, supervisors and school board members, not to mention parents and those in higher education.

U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr., continues to lead the way. Last September he announced the first real trial of career education with projects in six American cities: Hackensack, NJ; Mesa, AZ; Los Angeles, CA; Atlanta, GA; Jefferson County, CO; and Pontiac, MI. Much of this effort will be funded from federal research dollars.

Not vocational substitute

Dr. Marland makes it clear that career education, as he sees it, is not intended as a substitute for vocational education, general education or college preparatory education. He speaks of it as *all* educational experiences geared to preparation for economic independence. He wants career education to "permeate the whole public education program, K through 12 or 14 or beyond," and become a part of the curriculum for all students. Further, he envisions career education having sufficient flexibility to switch options within a wide range of occupational choices, including the option to go on to college. The program would involve information and counseling in 15 clusters of occupations, each student having the opportunity to explore three of these—perhaps in middle or junior high schools. Specialization or occupational training would be offered in senior high school. All would receive work experience before graduating or leaving school.

No student will be locked into any one cluster at an early age. Curriculum revision and development needed to "turn the educational system around" will be provided, at least in part, by the Center for Vocational and Technical Education at Ohio State University.

So much for the comprehensive or institutional model of career education conceived by the U.S. Office of Education. There are plans for three other models, one industry or employer based, one home based, and one a special residential facility based model. The latter would offer special intensive programs and services for teenagers and adults in residential schools and possibly camps. Funding for this model will be sought in the 1973 budget proposal under the residential school provisions of the Vocational Education Amendments of 1968. No funding has ever been made previously under that provision in the 1963 or 1968 Acts.

Surprising but welcome was an editorial on career education which appeared in the Wall Street Journal, Sept. 13. After explaining the Commissioner's views of career education and the plight of public education, the editorial concluded. "In other words, the present system is highly inefficient if we are to assume that one role of education should be to prepare people for a useful role in the economy as well as a responsible role as citizens. To fill that role some educators will have to adopt some new attitudes toward their task. There also will be some considerable expense in developing the curricula, teachers and laboratories for this purpose.

"Even so, if the fruits of such an effort will be to improve the skill level and productivity of the economy, to create greater job satisfactions for a wider number of people and to remove some of the class and status considerations that have attached themselves to work, the effort will have been well worth making." ■

By WALTER M. ARNOLD

Dr. Arnold formerly [illegible] of the Division of Vocational and Technical Education, USOE, is [illegible] in vocational and technical education.

[illegible] journal. For literature [illegible] →

NEWS

Certificate of Merit Winners

Recently the Phillips County Community College, Helena, AR, was awarded the U.S. Office of Education's Certificate of Merit for its auto body repair program. The program was designed to give 20 severely disadvantaged unemployed from

"Organizations & Groups"

BRIEF #21 (Revise

BRIEF TO THE COMMITTEE ON THE COSTS OF EDUCATION

Presented by the

Renfrew County Chapter of the

Ontario Technical Directors' Association

REVISED DECEMBER, 1971

Renfrew County Chapter
of the
Ontario Technical Directors' Association

Pellowes High School
420 Bell Street
Pembroke, Ontario

March 27, 1972

Mr. J. R. McCarthy
Executive Director
Committee on the Costs of Education
Room 3-944
252 Bloor Street West
Toronto 181, Ontario

Dear Mr. McCarthy:

In response to the Committee's request for information, comments and suggestions on the costs of education, enclosed is a brief presenting points in support of the present expenditures on technical education.

Yours truly,

R. H. Patterson

R. H. Patterson
Technical Director

BRIEF TO THE
COMMITTEE ON THE COSTS OF EDUCATION

Prepared by
R.H. Patterson and V. Feres
on behalf of the
Renfrew County Chapter of the
Ontario Technical Directors' Association

March 1972

We ask that the following points in support of the present expenditures on technical education be taken into account when considering the total costs of education.

COST OF ABANDONING TECHNOLOGICAL RACE
vs.
COST OF TECHNICAL EDUCATION

The Senate Committee Report on Science Policy (reported in the Ottawa Citizen, 18 January, 1972--see Appendix 1) indicates that "an industrial revolution is necessary if this country's secondary manufacturing industries are to survive the present world technological race. Nothing less than this will bring the necessary specialization, improve productivity, build up innovative capacity, and substantially increase the flow of successful technological innovations. Top management here must develop a new outlook and strategy aimed at improving innovative capacity. In the world of tomorrow there will be no other choice for survival and expansion. Canada must become an innovative nation, almost a country of inventors, as we move into the third and permanent technological revolution."

Only by applying continued emphasis on the technical education of our youth can we hope to even come close to meeting the demands the above report says we must meet in order for our country to survive.

Training must therefore take place in Canada rather than depending on imports from Europe or elsewhere, as Canada has

been forced to do in the past. The Colleges of Applied Arts and Technology partially fill this gap, but this means that a student must be prepared to attend school for a further one or two or three years after completion of high school.

What about the student who will not attend school past the grade twelve level, because of lack of ability or funds or disinterest? It is therefore the responsibility of the tax-paying public to provide for these students' needs at the high school level in the form of vocational courses--technical and commercial.

If the student is given a wholly academic education in high school, his innate manipulative skills and technological aptitudes would not be discovered or nurtured. It is doubtful therefore that many students would be even interested in pursuing a technological career at institutes of higher learning. The potential contribution of these students to the industrialized society would be lost if the students are not presented with a curriculum that fulfills their needs or develops these aptitudes.

We agree therefore to the implementation of technological studies on the K-13 concept of continuing education.

In May of 1971, Mr. Carl E. Scott of the Ford Motor Company, expressed the following thoughts at the College of Education, in keeping with ideas expressed by the Senate Committee. (The article was published in the O.S.S.I.F. Bulletin of December

1971. A copy of this article is included in Appendix 2.)

"We must encourage our educational system to make sure that the quality of vocational and occupational training matches up with education in other disciplines. And this commitment begins at the school level, not in the colleges and universities."

"For every future lawyer, doctor, engineer sitting in that secondary classroom, there is a tinkerer, a metal craftsman, a designer, a mechanic, an electrician, a radio or TV commentator, a dramatist.

"Therefore, in our view, it is precisely at the public and high school level that these special youngsters must be made to feel that their future is important to us. None must be left to drop out simply because they feel society has not assigned enough priority to his chosen skill. He or she must not feel left out of some arbitrary elite group that has no room for a welder or seamstress.

"My point simply stated is this. School life must not be a time of wastage for tomorrow's potential craftsmen."

"I seriously suggest that in our haste to create new economic and social blueprints we had better recruit and train skilled Canadians to implement them. This is the basis of my case in favour of reinforced programs of industrial arts and vocational education."

"We owe it to ourselves as Canadians--and to our young people--to balance this kind of unbalanced use of human resources. We need to glamorize the role of the doers."

"To be competitive in the real world, Canada needs better artisans, craftsmen and occupational specialists. They too must be given an elite aura.

"The stage is set for assigning top priority to training future craftsmen. Let me give you four emerging reasons:"

"To be successful in the years to come, companies must employ the very best calibre artisans to meet the rising expectations of the market place."

"The instincts, skills, innovativeness and dedication of highly-motivated craftsmen will be vital to this revolution in our manufacturing and production processes."

"Old-fashioned pride of workmanship needs to be resurrected."

"Every trade, craft and vocation represented in our economic life is undergoing rapid change as it adapts to this accelerated evolution."

COST OF GOVERNMENT SUBSIDIES
vs.
COST OF TECHNICAL EDUCATION

The federal Department of Industry, Trade and Commerce in its "Industry Modernization for Defence Program" has spent approximately $10 million each year since 1964 "to ensure that Canadian defence industry was capable of meeting the technological standards necessary for the production of present and future requirements in the international defence market." "Government pays 50 per cent of the cost involved in buying the equipment and in the case of advanced machine tools, it pays the total acquisition costs."

Also, George House, assistant director of the Centre for Applied Research and Engineering Design at McMaster University and formerly with the Federal Government's Department of Industry, states in an article that, "What has been created in metalworking because of advanced technology is the demand for a higher level of education in technical subjects and mathematics of the young people seeking employment in the various sectors of manufacturing. Without removing the importance of skills in machining operations the tendency in the future will be toward developing technical skills rather than manual skills.

"How will young people obtain such technical skills? Primarily in the technical schools, community colleges or their equivalent as these schools obviously have a place in educating our youth."

"It is now recognized that by far the larger number of skilled tradesmen employed in metalworking are European immigrants. In view of the outstanding advances in metalworking technology the education of future entrants in the fields of production and manufacturing must be drastically revised and on a national basis."

It has been noted by Dr. M.C. de Malherbe during one of his studies that "it soon became evident that there were major deficiencies in the preparation of high school and technical school students for employment in the new technical areas of production." (Quotations are taken from articles in the March 1970 issue of the magazine, "Canadian Machinery and Metalworking.")

In view of the above, any reduction in spending on technical education would have disastrous effects on Canadian industry, and on the employment potential of our youth who are working their way through our educational system.

Subsidies can be reduced over the years with the implementation of a sound technical educational system that is not skill oriented but technological in nature. The teaching of manual skills has been de-emphasized in the last few years and courses with a firm technological base have been introduced in their stead. The graduate of a technological course is therefore a student with a broad educational base and flexible enough to adjust mentally and psychologically to the ever-changing needs of our technological society.

COST OF UNDEVELOPED TALENT BY LIMITING COURSES
vs.
COST OF TECHNICAL EDUCATION

Technical courses very positively serve the education of Ontario's youth by encouraging a student to continue his education in subjects he has an ability to succeed in because of his natural aptitudes. All students are not motivated by the same subject material; "they will work hard at what interests them and avoid that which is beyond their ability or which is irrelevant to their goals and hopes and ambitions. They are stimulated by experiences that appropriately challenge their abilities and aptitudes and which reinforce their self respect and sense of worth. They gain little but frustration from struggling with problems that are beyond their reach" or outside their circle of interests. "Each student is an individual in his own right with his own particular profile of aptitudes, talents and limitations. Ontario society pays $1400 or $1500 a year at the secondary level to have these talents and aptitudes developed, so that the individual will be self motivated and self sustaining and will carry his share of society's load. It does not pay the school to sift out and discard the less able and to extol and cherish the talented."

The above are excerpts from a published reply made by Mr. Alfred Crutcher, the Director of Education of the Renfrew County Board of Education, to questions posed in a brief presented to the Renfrew County Board of Education. (See Appendix ? for the full remarks of Mr. Alfred Crutcher.)

Mr. Crutcher refers to the profiles and aptitudes of the various types of students. The students who are not inclined towards an Arts program cannot be ignored in the public high school system of education, provided by the taxpayers of Ontario. The needs of all students must be met by an array and variety of courses to suit the aptitudes of the talented Arts students the talented Technical students, the talented Occupations students and also those who are not talented.

The development of these talents costs all Ontario taxpayers large sums of money each year whether these talents are developed to the fullest or not. Because students are the children of taxpayers in Ontario, who is to say what talents should be developed, or to what extent they should be developed, or whether a certain type of talent should be developed or ignored? If paying for the development of talents is burdensome to the municipal taxpayers, then it is the responsibility of the elected politicians to devise another method of funding the educational system. It is unfair to save money by discriminating against children who are not as gifted as others or talented in a different way.

COST OF RETRAINING
vs.
COST OF HIGH SCHOOL TECHNICAL EDUCATION

In December of 1971 it was announced by the Ontario government that a new $2 million winter works program was being initiated for about 3000 unemployed persons. Labor Minister Gordon Carton said that "a major segment of the program will operate in conjunction with the current apprenticeship and training-in-industry programs of the Industrial Training Branch."*

In October of 1971 the federal government announced a $35 million plan for 25,000 jobless youth.

A U.S. study has indicated, as might be expected, that it is far less costly to continue the education of a young adult in technical and occupational programs than it is to "re-train" him as an adult.

A further report* indicates that "employment more than doubled among a group of 125,713 persons after they completed retraining courses in 1970" and "Employment among those taking vocational skill courses increased to 79.6% from 47.2%." It should be noted here that it is among the "vocational skills" job openings that Canada has relied on immigrant workers to fill.

If more students had taken technical courses at the high school level, the cost of retraining and subsidizing the

* Newspaper articles

unemployed worker would be greatly reduced. Therefore the technical courses should be continued at the high school level despite the apparent higher cost involved.

It must be conceded that the retraining and subsidization of workers is a necessary but expensive part of our Canadian way of life. Industry in the past and at present has provided retraining and upgrading courses for workers who are needed to fill specific supervisory or managerial positions, but this program has been costly and therefore restrictive.

In many cases, retraining is not being done but rather a program of training. The unemployed worker receiving this form of training could have received it in the high school setting at a lesser cost while at the same time upgrading his academic standing.

COST OF FALLING BEHIND THE U.S.
vs.
COST OF MAINTAINING PRESENT TECHNICAL AND COMMERCIAL COURSES

The United States, customarily ahead of Canada in educational and other matters, has introduced, on a trial basis, in six American cities, what they call "Career Education." This is a program which includes all educational experiences geared to preparation for economic independence. It is the aim of the U.S. Commissioner of Education, Dr. Sidney P. Marland, that career education become a part of the curriculum for all students. The program involves information and counselling in 15 clusters of occupations, each student having the opportunity to explore three of these. Specialization or occupational training would be offered in senior high school.

This information is taken from an article published in the magazine, "Industrial Arts and Vocational Education" in November 1971. (See Appendix 4.) Since that date the President of the United States has approved the funding of the proposed Career Education program.

An editorial in the Wall Street Journal, September 13, 1971, concluded by saying, "In other words, the present system is highly inefficient if we are to assume that one role of education should be to prepare people for a useful role in the economy as well as a responsible role as citizens. To fill that role some educators will have to adopt some new attitudes toward their task. There also will be some considerable expense in developing the curricula, teachers and laboratories for

this purpose.

"Even so, if the fruits of such an effort will be to improve the skill level and productivity of the economy, to create greater job satisfactions for a wider number of people and to remove some of the class and status considerations that have attached themselves to work, the effots will have been well worth making."

If this Career Education scheme is introduced in the educational system of the U.S.A., and by all indications it will be shortly, the Ontario educational system will slip behind the U.S.A. even if we maintain the present status quo. Ontario and the other provinces in Canada must therefore improve and develop what we now have, rather than take a retrograde step by limiting or eliminating courses that might be costly by the very nature of the subject.

In conclusion, this brief supports the present level of expenditure on technical education because:

-- technical education can provide the technologically-prepared employees which Canada's secondary manufacturing industries need in this technological age;

-- a shortage of technologically-prepared employees has forced the federal government to spend millions of dollars on subsidies so that parts of Canadian industry can compete with the USA;

-- if there is to be "equality of opportunity" in education for our young, then all students have a right to develop their particular talents and aptitudes to the fullest degree;

-- the very high cost of "retraining", which, in the case of "jobless youth" too often is "training in the first place", is higher than the cost of preparing our youth through high school technical education for a place in this technological world;

-- the U.S., now only <u>one</u> of the most technologically advanced nations in the world, which offers the stiffest competition for our Canadian markets already, is embarking on a system of "career Education", (<u>compulsory</u> job-oriented high school courses) and will therefore become more technically advanced and offer us even stiffer competition in our own and foreign markets in the future if we do not at least attempt to keep up with them by maintaining our present high school technical and commercial programs.

Industrial revolution: way to our technological survival

By John R. Walker
Southam News Services

An industrial revolution is necessary if this country's secondary manufacturing industries are to survive the present world technological race.

That is the considered view of the Senate science policy committee in its reports on the targets and strategies for a science policy for Canada in the seventies.

Canadians have been "late imitators and protectionists" too long, the report contends, and "Canadian industry will have to innovate much more than in the past if it wants to grow—or even survive."

And as part of a new national industrial strategy, the industries must take a close look at themselves and develop plans for specialization, greater innovative capacity and international competitiveness, which can become part of the government's general industrial policy for the future.

Trouble ahead

"We are convinced," the committee states, "that secondary manufacturing—whether Canadian-owned or foreign-owned—is rapidly reaching a structural dead-end.

"Nothing less than an industrial revolution will bring the necessary specialization, improve productivity, build up innovative capacity, and substantially increase the flow of successful technological innovations."

This will require mergers of companies in most industries, it will require more specilization of products manufactured; it will require better management attuned to the need for research, development and innovation; and it will require a less passive policy towards foreign ownership.

And the first requirement, according to this report, is for secondary manufacturing industries to organize task forces including labor representatives to draw up plans within a year to improve innovative and competitive practices.

The same effort should be made by primary manufacturing and resource-based industries to improve their research and develpment performances, to economize resources, utilize wastes and discover new uses for their products.

The Senate report reviews Canadian industrial development from the national policy of Sir John A. Macdonald through Laurier's policy of opening the West, to show that both of these policies encouraged protectionism, the growth of foreign subsidies and a primary concern with the Canadian market for manufacture and the sale of raw materials abroad.

Protectionism

"Those two business attitudes—the reliance on protectionism and the exploitation of resources—have contributed to the weakness of industrial research and the innovative spirit in Canada.

"They have already hampered the balanced growth of the Canadian economy and will be much more harmful as we move into the third and permanent technological revolution."

The report stresses that "if Canadians had been better innovators, fewer Canadian manufacturers would be restricted to the small Canadian market and Canada would be host to fewer foreign subsidiaries."

Arguing that Macdonald's national policy was not encouraging of technological innovation, the report says that "in the long run it has created an atmosphere of false security that now threatens to bring some of these industries to a dead-end.

"Top management here must change its philosophy and attitudes. It must forget the past and develop a new outlook and strategy aimed at improving innovative capacity. In the world of tomorrow there will be no other choice for survival and expansion.

At the same time, the report urges a new look at Canada's resources industries based on this country's vast but not infinite supply of raw materials.

"The conventional Canadian economic strategy of encouraging the rapid exploitation of our natural resources and rising exports of raw materials appears to be most unwise."

The report urged a flexible strategy for the future use of Candian resources, with governments and industries taking a more selective approach to the exploitation of various materials.

Need for innovation

Much of the Senate's report emphasizes the need for Canada to become an innovative nation. The "technological game," as it argues, is not the sole preserve of the biggest nations.

"The salient problem of Canadian manufacturing industry is its 'stunted' development: It is limited to the scale of the Canadian market and it is excessively dependent on imported technology.

"The growing concentration of industrial power in foreign trans-national corporations could seriously curtail the expansion of Canadian-based industry."

The report says that over the long term "Canadian manufacturing industry will have to cope with progressive sophistication of products, automation of production, diminishing tariff protection and increasingly keen competition in both domestic and international markets."

Canadian industry is termed "desperately weak as a performer of research and development" the report argues that by 1980 research and development by Canadian industry, both manufacturing and primary, should constitute about 60 per cent of the national research and development effort, rather than 37 per cent as it is now.

The report strongly suggests the need for a competition policy which would encourage more mergers within industry to permit innovation and more efficient competition on the world market.

More mergers

And it criticizes the proposed Competition Act for failing to provide that encouragement.

But even more important, it argues, is a foreign-ownership policy which, while concerned about foreign takeovers, is even more concerned about encouraging American subsidiaries to develop greater innovative capacity and greater export capacity.

At the same time, foreign ownership in the raw-material industries has led to a lack of innovative development and a failure to obtain more processing of these materials in Canada.

Senate price on industrial success— $4.75 billion

...thern News Services

...nations have been ...ed to assume the re... for their own ... or face the inevita... ...tion of the nation's ... manufacturing in... ...ming a decade.

...earch warning is the ...thrust of a Senate ...ittee report on science ...

In a series of 60 specific recommendations, the report outlines what amounts to a manifesto for a new economic policy for the nation. Senator Maurice Lamontagne, an economist, is chairman of the science policy committee.

New attitude

But the new national policy will succeed in keeping Canada strong and free only if it is accompanied by profound changes in the mentality and attitude of business, labor, government and academics, the committee states bluntly.

The report's 289 pages repeatedly refer to "drastic revolutions" which must occur in every segment of Canadian life if the nation is to catch up in the global technological race.

The cost of a successful national transformation will be high: $4.75 billion to be spent on research and development of science and technology by 1980 compared to just more than $1 billion in 1969.



Sen. Maurice Lamontagne
Headed study

Radical changes will be necessary in Canadian traditions and attitudes, the committee warns in its report released today. Some major public and private institutions will fall by the wayside and others will suffer deep re-adjustments in role and orientation.

Cost of passiveness

But the cost of remaining passive towards emerging world trading trends and relying on natural resources and the service industries will be much higher.

"That choice will almost inevitably lead to an economic deadend that only annexation to the United States could delay," the senator concludes.

The committee's report was rushed out in page-proof form just two days before Alastair Gillespie, minister of state for science and technology, is scheduled to place a preliminary science policy proposal before the federal cabinet. Details of the plan, rumored to stress industrial innovation, are expected to have a prominent spot in next month's throne speech.

The Senate report's plan is a new national policy—a term borrowed from Sir John A. Macdonald's 1879 protectionist policy—combining science policy and industrial policy into a "new innovative synthesis."

Canada's only chance for survival in the post-industrial world, states the report, is to become an innovative nation, almost a country of inventors.

Recommendations

The report, a result of committee hearings which began in November, 1968, and produced a critical review of Canadian science and technology in December, 1970, makes the following key recommendations:

- The 1980 goal for spending on all scientific research and development should be 2.3 per cent of the gross national product —almost double 1967's 1.3-per-cent level. This goal means a 15-per-cent annual growth in expenditures to $4.75 billion in 1980.
- Financing of basic scientific research should be slashed to only 10 per cent of total national spending on research and development by 1980—compared to 23 per cent now—by applying strict criteria of excellence and social relevance to financial requests.
- Research and development done by industry should increase from the 1969 level of 37 per cent of total research and development spending to 60 per cent by 1980. That means $2.9 billion spent in industry as opposed to $890 million in 1969.

Bulk of expenditure

These targets for basic research and the economic innovation process account for roughly 70 per cent of the total $4.75 billion expenditure in 1980, the report estimates.

The remainder would be spent on "social innovation" in the areas of education, social security, urban living and housing, crime prevention, health care and pollution abatement. But specific recommendations for these areas will be revealed in a third report, tentatively scheduled for Easter.

Throughout the report, heavy emphasis is placed on participatory and "anticipatory" democracy.

A special committee on the future is proposed for the Economic Council of Canada to act as a national "think" institution," providing the Canadian economic environment in 1985 and the year 2000.

Five-year plans for financing science and technology should be begun by Parliament in 1980 with an over-all plan to cover the seventies ,the committee recommends.

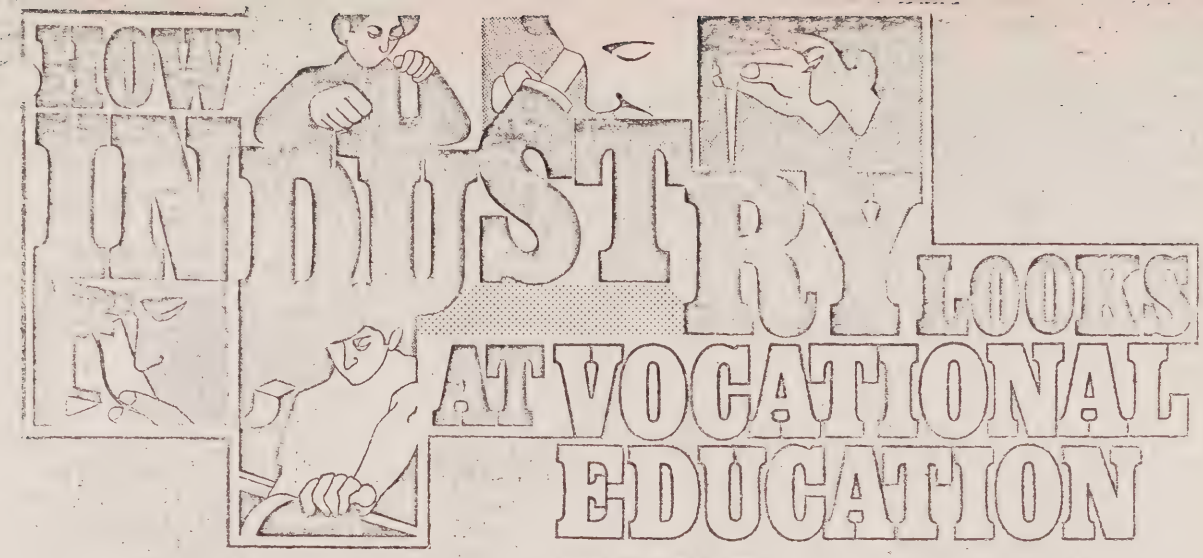
For a "grass-roots" approach, the committee recommends a Senate-initiated commission on the future, with broad representation from private and public organizations.

"This is the age of involvement and it is nowhere more necessary to involve people than with the future," the report states.

Same theme

The same theme of participation is carried through in other recommendations calling for industry-labor task forces to propose mergers improving innovation and efficiency in both primary and secondary manufacturing industries.

Similarly, universities and industry are urged to co-operate on a task force to estimate how many scientists and engineers of what types will be needed for the national policy to be effective.



by CARL E. SCOTT

Mr. Scott is chief Executive Officer of the Ford Motor Company of Canada. These remarks were made at the College of Education, U. of T. in May of this year.

I believe it is time for fresh emphasis on vocational and occupational education. True this is being done partially through Ontario's expanding community college program. But we dare not ignore the untapped practical talents in our schools — talents which all too often do not become exposed to the community college system. We all agree that our traditional emphasis on academic training has provided Canada with a professional class on a par with any other country. But we must be concerned lest this threatens a serious imbalance between Canada's intellectual and practical human resources. In short, we need future generations who are doers as well as thinkers and planners.

Unquestionably my views on this subject are conditioned by my own working environment. The skills and talents of automotive people cover a wide spectrum, but my industry's roots are in craftsmanship and mechanical innovation. Henry Ford I was an artisan. Over the years, his successors blended the contributions of doers and planners. This meant teaming up men who could design and build cars with those who could plan and manage plants, and those who could conceive and carry out marketing programs, as well as a further group schooled in a multitude of other managerial fields. The relative influences of those people in the ultimate success of the industrial enterprise that is Ford today by and large have been balanced.

It is only natural for me to extend these lessons of my own business experience to the world at large. I do not want to see our viable society of today become a lopsided employer of human resources. To avoid that, we must encourage our educational system to make sure that the quality of vocational and occupational training matches up with education in other disciplines. And this commitment begins at the school level, not in the colleges and universities.

We in business learned a great deal more about young Canadians in recent years than our predecessors did over many generations. For one thing, earlier maturity and greater affluence brought thousands of adolescents into our consumer markets for the first time. Second, while perhaps overdone as a result of adult indulgence, youthful outspokenness raised voices that could not be ignored. While the existence of most social abuses challenged by these voices are not unfamiliar to us, at least the urgent need of solutions deserved to be expressed. I honestly believe that the generation gap has increased our awareness of each other — if not our total agreement on issues. Being better acquainted with our young people, businessmen have become more concerned about their education. We have become more sensitive to the importance of the teaching profession.

I am sure that this audience will agree when I say that among the businessman's most exciting re-discoveries about modern youth is that by and large they cherish the timeless human qualities of inquisitiveness, innovation and willingness to take risks. These values stand out as their trademarks despite the extraneous sounds and colors of various so-called sub-cultures associated with contemporary adolescence in recent years. These are exactly the personal qualities that appeal to a businessman. They are an important common denominator between two generations.

We also have re-discovered that such values are germinated at the school age level. We find school kids today as fascinated as their predecessors were with processes in our plants, inner workings of our products and the mystique of our [illegible].

Our obvious conclusion is that for every future lawyer, doctor, engineer sitting in that secondary classroom there is a tinkerer, a metal craftsman, a designer, a mechanic, an electrician, a radio or TV commentator, a dramatist.

Therefore, in our view, it is pre-

( ) at the public and high school level that these special youngsters must be made to feel that their future is important to us. None must be left to drop out simply because they feel society has not assigned enough priority to his chosen skill. He or she must not feel left out of some arbitrary elite group that has no room for a welder or seamstress.

My point simply stated is this. School life must not be a time of wastage for tomorrow's potential craftsmen. You know better than I do that the modern school student is a complex individual: on the one hand concerned and alert for outlets, but, also, quick to become disenchanted, prone to surrender dreams of future achievement. In our view as businessmen, this means that the pay-off for truly inspirational teaching at that level cannot be matched anywhere else in the educational system. Here we can achieve a productive and satisfying utilization of uncommitted young people of whom too many drift away into fruitless, unhappy fringe existences.

I have made a case for the importance of your own personal commitments to school teaching in general. Let me now briefly explore with you the specific case for industrial arts and vocational teaching.

We appear to have crossed the threshold into a new era of planning. Our society abounds in plans, and our headlines identify the presence of planners in growing numbers. I seriously suggest that in our haste to create new economic and social blueprints we had better recruit and train skilled Canadians to implement them. This is the basis of my case in favor of reinforced programs of industrial arts and vocational education.

I realize that I am treading thin ice to warn against creating an over-planned society. As a manager, I certainly am not against orderliness. I am concerned about the risk of over-committing our society to a future superstructure of hypothetical [illegible] planners. I for one would shun an environment run from sanctuaries of intellectual arrogance by utopians who never had turned a wrench, met a payroll, lost a job or hit the bricks in a labor-management dispute. Paper utopias all seem to be make-work projects for the planners, but sterile existences for the inmates.

The kind of utopia I envision is rich in the skills of people who can do things with their hands and imaginations, who can create new and better modes of life, who can win



© Punch

"Not sex again!"

recognition for their artisanship. It is a society created by our workshops and studios. From such sources will come our true national vitality.

We owe it to ourselves as Canadians — and to our young people — to balance this kind of unbalanced use of human resources. We need to glamorize the role of the doers. We need to make more young men and women want to take on responsibilities in carrying out the workable plans blueprinted by our social planners. To be competitive in the real world, Canada needs better artisans, craftsmen and occupational specialists. They too must be given an elite aura.

The stage is set for assigning top priority to training future craftsmen. Let me give you four emerging reasons:

First, the rise of consumerism has placed new premiums on product quality and customer service. To be successful in the years to come, companies must employ the very best calibre artisans to meet the rising expectations of the market place. This means new and better career opportunities, greater recognition, and more diversified technological challenges for the graduates of our industrial arts and vocational classrooms, labs and workshops.

Second, rising costs, new kinds of materials, and increasing worldwide competition, make it necessary for many traditional techniques in many fields of manufacture and production to be questioned, replaced or improved. This is being found out in the construction industry. In my own industry traditional assembly procedures are being reexamined and changed whenever better methods are developed. The instincts, skills, innovativeness and dedication of highly-motivated craftsmen will be vital to this revolution in our manufacturing and production processes.

Third, the public is cynical regarding the present-day performance of too many of our artisans and craftsmen. We all agree that there is room for improvement. Old-fashioned pride of workmanship needs to be resurrected. This is a vital priority if our various systems are to work effectively, including transportation, municipal services, communications, urban planning and housing. Personal success in these fields will become avenues to public leadership and recognition for many future artisans.

The fourth reason for prioritizing vocational and industrial arts training is the growing complexity of our society. Every day new life styles, reflecting new individual expectations and tastes, offer intriguing challenges for Canadian craftsmen and artisans. This is apparent even in our own homes. Consider the remarkable differences between 1971 and 1961 in such commonplace aspects as home decor or appliances. Every trade, craft and vocation represented in our economic life is undergoing rapid change as it adapts to this accelerated evolution.

There is one other teaching challenge about which I must remind you. Perhaps it is the most important of all. Certainly it will be the most elusive to meet, both in terms of your own expertise and the receptiveness of your students. I earnestly believe it to be your responsibility to help start our fledgling artisans along the path to greater social sophistication. This challenge is of profound importance in setting and meeting our national goals of the future.

Our occupations, vocations and trades should be filled by Canadians who not only are highly-skilled in their various technical fields but who also are highly aware of the nature of the social changes occurring around them. They must acquire balanced viewpoints on issues that mark mature, genuinely concerned citizens. They must bring to bear the practical judgment of those who inhabit the real world, as distinct from fellow citizens who dwell in more theoretical or subjective environments. They must bring the mood of the workshop, studio and middle-class suburb into the management of the country's affairs. Their presence can help inject balance into many public debates which nowadays too often reveal the absence of reality.

Ideally the craftsman of tomorrow will understand the merits and demerits of the free enterprise system. He will be qualified to commend and criticize business institutions, political systems, or educational programs, and suggest down-to-earth workable improvements.

To achieve this all-purpose graduate, this technical expert and social sophisticate, will be quite a challenge for you. Perhaps, in the main, it will be impossible to meet. Yet, on that rare occasion when the pieces go together, when you see emerging a new personality setting himself or herself for the kind of total task Canada presents to its artisans for the 1970s, when that happens, you *will* have made a memorable contribution to your profession and to your country. ●

THE STATE OF THE PROFESSION ACROSS CANADA

As reported by R. E. Mosher,
Deputy General Secretary, C.T.F.

Teacher gains in working conditions over the past year have been generally negligible. In fact, every effort has had to be directed toward the maintenance of the status quo in order to preserve those minimum conditions of work considered requisite for a reasonable quality of education. This has resulted in a major thrust by teacher organizations toward the inclusion of negotiated clauses on working conditions in contracts and agreements, a move which has met strong resistance from school boards. New school legislation in Alberta in 1970 made all working conditions negotiable. Hard bargaining has now yielded to the inclusion of clauses on working conditions in agreements affecting over 45% of the teachers of that province.

Real progress has been achieved in some provinces in the formalization of bargaining procedures and the development of regional bargaining. Of particular note are the certification of the New Brunswick Teachers' Federation as the bargaining agent for all teachers and principals in the schools of New Brunswick and their subsequent conclusion of negotiations on a reasonably satisfactory contract. In Quebec, the courts established the right of English Catholic teachers to form separate syndical units in minority language situations.

The record of progress, however, has been seriously marred in other provinces by arbitrary, and ever vindictive, behaviour by governments. The withdrawal of provision for automatic membership in the British Columbia Teachers' Federation; the placing of teachers under the provisions of the Essential Services Emergency Act in Saskatchewan and the shoddy treatment accorded the teachers of Newfoundland, are most glaring examples. One salutary effect has been the increase of unity and solidarity among teachers.

The over-supply of teachers, which was just becoming apparent a year ago, has been in much greater evidence during the past year. There will be more concern with this matter in the months to come, with strong demands from teachers for their organizations to protect and strengthen tenure provisions while, at the same time, school boards, with strong public support, seek easier ways to unload the less competent and uninspiring teachers on their staffs. This promises to be a problem of some magnitude which will require considerable attention and care in its equitable resolution. The up-grading of minimum standards for teachers is a welcome benefit accompanying the teacher surplus and is proceeding rapidly across the country.

There is a continued strong emphasis on professional development activities and on the individualization of instruction. There is a growing concern regarding the need to re-define the teaching function as it applies, or should apply, in the schools of the seventies. These are weighty matters which will continue to command the attention of teacher organizations in the years ahead. ●

APPENDIX 3

A brief to the Renfrew County Board of Education, and a letter to the Mercury-Advance can be pretty good results.

So Rev Bill Hare and Ruth Gibbons are finding out.

Mr Hare, minister of Grace, Haley and Northcote United Churches, appeared before the board Dec 11 to present a brief and ask several questions regarding a department of education ruling referred to as HS-1.

In his brief, Mr Hare said the discarding of compulsory subjects such as English and History was not a sound move. He said the Ontario education system had forgotten its heritage and regressed to the local level. There is no uniformity of standards, he said.

Among the questions Mr Hare asked in his brief were:

—What arrangements are made for the wide variation in pupil ability in each subject?

—How equal are courses in credit value?

— What happens to teachers of a subject if the number of students taking a subject sharply increases?

—Are there any national standards of education?

—Is there any limit to the number of options offered?

—Are there any provincial standards?

—What happens to transferred students?

—How compatible are courses of the same name in different schools?

In a letter to the editor of the Mercury-Advance Jan 5, Ruth Gibbons of Chenaux asked for a public explanation on the part of the board to Mr Hare's questions.

The reply, from director of education Alfred Crutcher, follows:

What arrangements are made for the wide variation in pupil ability in each subject?

"Where numbers permit, courses are offered in many subjects at three or four levels of complexity so that students may select from these according to their abilities and interests and their personal and vocational goals in life. The level of treatment is indicated in the published handbooks of each secondary school."

How equal are courses in credit value?

"The department of education stipulates that a subject which commands 110 - 120 hours of school time, rates one credit. For 60 hours it would draw half credit. Twenty seven credits earn a Secondary School Graduation Diploma. The real worth of a credit course is the contribution it makes to the development of the particular pupil taking it. One hundred and twenty hours of meaningful experience for a slow learner in grade nine is worth just as much as a similar amount of time in an equally meaningful course for a highly talented pupil in Grade 12. Both the pupils and the taxpayers have the right to expect this valuation of time and money and personality."

What happens to teachers of a subject if the number of students taking a subject sharply increases?

"It depends in part on when the sharp increase occurs. Over a period of several weeks each year pupils and parents and teachers are engaged in sorting out the array of subjects to be pursued by each of one thousand or more pupils in each of our high schools the following year. The principal and designated members of his staff with the aid of a computer, establish classes of suitable size in terms of the limitation imposed by the pupil-teacher ratio of 17:1. Every effort is made to supply each pupil with the options he chooses. Where the pupil changes his mind, as do about 20 per cent each year, the principal tries to accommodate his wishes insofar as class size and other factors permit. There are practical limits to the amount of change that can take place in 1400 interlocking timetables in a large high school."

Is there any limit to the number of options offered?

"The number of options offered depends on the number of pupils enrolled, the number of pupils choosing each option, the number that may reasonably be accommodated in any class, and the established pupil-teacher ratio, now 17:1. Classes of three or four pupils are very costly and not very effective. The limiting factors are cost and operational effectiveness."

Are there any national standards of education?

"The British North America Act makes each province responsible for education. There are no common courses of study for the nation nor are there uniform examinations across the land. The demands of life in a modern industrial society such as Canada place requirements on all schools that result in a high degree of equivalence in the output of the ten jurisdictions. Good students from any part of Canada are welcomed into post-secondary institutions in other parts of Canada."

"BRIEF, LETTER SPARK REPLY FROM BOARD OF EDUCATION"

RENFREW MERCURY-ADVANCE FEB 72

Are there any provincial standards?

"Province-wide examinations in grade 8 disappeared nearly 25 years ago. The last of the Grade 13 Department of Education examinations was written seven or eight years ago. There is little or no indication of any loss in their departure.

"Community expectations, parent concern and involvement, the personal and professional pride of the teachers and the motives and drives of students guarantee acceptability of performance and level of attainment quite as well as the artificial measuring stick of provincial examinations."

What happens to transferred students?

"The individual pupil timetable which is the rule now in Ontario high schools, and the multi-level of complexity offered in many subject areas makes it easier than it has ever been before to integrate a pupil from another system into a particular school. This applies as readily to pupils from other provinces or countries as to those from other parts of the same county. Conscientious principals have always assisted pupils in the articulation of programs as they have transferred from school to school."

How compatible are courses of the same name in different schools?

"Where teachers are of comparable skill and experience and where pupils are of comparable talent, it is almost certain that advanced level courses in one school will approximate in depth and intricacy those provided in another school. Likewise courses at ordinary and remedial levels. Since all Ontario secondary teachers graduate from the same three Colleges of Education and are certified by the same Ontario Department of Education and since salary incentives are similar in one county to another, all the pertinent components of the educational system point to comparability of performance and output from school to school. This is further reinforced by the fact that the Ontario Department of Education lays down the basic philosophy and guidelines for all school subjects regardless of the part of the province where they may be taught."

The board appreciates the interest and initiative of Reverend Hare in coming to its meeting and making his presentation and also of Mrs Gibbons in seeking public clarification of these issues. Individuals or groups wishing to pursue further the questions dealt with here are invited to get in touch with any of the board members of the area, with the principals, or with the director.

In answering the questions, Mr Crutcher pointed out that students whether at the Grade 1 or the Grade 13 level react to life around them in much the same way as anyone else.

"They will work hard at what interests them and avoid that which is beyond their ability or which is insufficiently challenging or which is irrelevant to their goals and hopes and ambitions. They respond positively to encouragement and praise and negatively to criticism and compulsion. They are stimulated by experiences that appropriately challenge their abilities, which reinforce their self-respect and sense of worth and which strengthen their status as accepted members of their peer group. They gain little but frustration from struggling with problems that are beyond their reach and they weary from the monotonous, the repititious and the dull. There is enough of these ingredients in the most interesting assignment that no student can escape the self-dicipline which facing them demands."

Mr Crutcher noted that each student is an individual in his own right with his own particular (profile) of aptitudes, talents, and limitations.

"Ontario society pays $1400 or $1500 a year at the secondary level and $700 or $800 a year at the elementary level to have these talents and aptitudes developed so that the individual will be self motivated and self sustaining and will carry his share of society's load. It does not pay the school to sift out and discard the less able and to extol and cherish the talented. Nor does it pay the school to press all students into the same mould even though it encourages a common currency of mutual understanding and good will".

Career education—new relevancy for our schools

"Career Education" now enjoys almost universal attention, support and priority in public education.

Looking back it is almost disheartening to see how slowly the career education concept evolved. For 100 years education in this country has been geared to preparation for the professions and hence for college entrance. Since 1906, "voices in the wilderness" have been espousing a more appropriate kind of public schooling for millions of young people who need to go to work.

In 1966 the AVA House of Delegates passed a resolution calling upon members of the association to ". . . join with those responsible for the elementary, secondary and postsecondary schools in developing programs of occupational education appropriate for all students and participated in by all students in elementary schools, junior and senior high schools and post-high school institutions."

But, obviously, this is not the time to rake over past failures at all levels of public education to grasp an idea whose time appears to have finally arrived. Effective implementation of career education rests in the hands of all persons in the educational system—teachers, administrators, supervisors and school board members, not to mention parents and those in higher education.

U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr., continues to lead the way. Last September he announced the first real trial of career education with projects in six American cities; Hackensack, NJ; Mesa, AZ; Los Angeles, CA; Atlanta, GA; Jefferson County, CO; and Pontiac, MI. Much of this effort will be funded from federal research dollars.

Not vocational substitute

Dr. Marland makes it clear that career education, as he sees it, is not intended as a substitute for vocational education, general education or college preparatory education. He speaks of it as *all* educational experiences geared to preparation for economic independence. He wants career education to "permeate the whole public education program, K through 12 or 14 or beyond," and become a part of the curriculum for all students. Further, he envisions career education having sufficient flexibility to switch options within a wide range of occupational choices, including the option to go on to college. The program would involve information and counseling in 15 clusters of occupations, each student having the opportunity to explore three of these—perhaps in middle or junior high schools. Specialization or occupational training would be offered in senior high school. All would receive work experience before graduating or leaving school.

No student will be locked into any one cluster at an early age. Curriculum revision and development needed to "turn the educational system around" will be provided, at least in part, by the Center for Vocational and Technical Education at Ohio State University.

So much for the comprehensive or institutional model of career education conceived by the U.S. Office of Education. There are plans for three other models, one industry or employer based, one home based, and one a special residential facility based model. The latter would offer special intensive programs and services for teenagers and adults in residential schools and possibly camps. Funding for this model will be sought in the 1973 budget proposal under the residential school provisions of the Vocational Education Amendments of 1968. No funding has ever been made previously under that provision in the 1963 or 1968 Acts.

Surprising but welcome was an editorial on career education which appeared in the Wall Street Journal, Sept. 13. After exploring the Commissioner's views of career education and the plight of public education, the editorial concluded, "In other words, the present system is highly inefficient if we are to assume that one role of education should be to prepare people for a useful role in the economy as well as a responsible role as citizens. To fill that role some educators will have to adopt some new attitudes toward their task. There also will be some considerable expense in developing the curricula, teachers and laboratories for this purpose.

"Even so, if the fruits of such an effort will be to improve the skill level and productivity of the economy, to create greater job satisfactions for a wider number of people and to remove some of the class and status considerations that have attached themselves to work, the effort will have been well worth making."

By WALTER M. ARNOLD
Dr. Arnold, formerly director of the Division of Vocational and Technical Education, USOE, is a consultant in vocational and technical education.

NEWS

Certificate of Merit Winners

Recently the Phillips County Community College, Helena, AR, was awarded the U.S. Office of Education's Certificate of Merit for its auto body repair program. The program was designed to give 20 severely disadvantaged unemployed from

Edelstaal: For literature, circle 3 on reply card. →

Brief to the
COMMITTEE ON THE COSTS OF EDUCATION
Presented by the
Renfrew County Chapter of the
Ontario Technical Directors' Association

Additional Material
24 Oct. 1972

The Renfrew County Technical Directors' Association, which we represent, was formed in 1967 when the Technical Directors of the five secondary schools in the County started to meet regularly with the Technical Program Consultant from the Ministry of Education. The aims of this group are several but briefly are to further technical education in the County through self-improvement, and through our leadership to help teachers to improve themselves.

The group has been meeting six times a year since its inception and is a most active and closely knit group.

When the Ontario Technical Directors' Association organized into chapters, we in Renfrew County formed a chapter of that provincial organization.

Technical courses are more expensive than some other subjects. Because the costs are higher, technical education is a natural target when costs are reviewed for the purpose of reducing expenditures. Our group, however, believes that every dollar invested in technical education is invested wisely and will generate returns.

The present expenditures that we in Renfrew County are experiencing are at a sufficient level to maintain a good level of instruction under the provincial guidelines. It is the present level of expenditure that we feel must be maintained and to which our argument is directed.

Since the original brief was submitted, certain other information bearing on the topics used in the brief has come to light so it is on these points that I wish to elaborate.

)Technical classes are designed for a maximum of 20 students (for reasons of safety and the necessity for individual attention in a practical setting). Other subjects may have up to a maximum of 32 and consequently can be taught more economically.

A recent survey entitled "Quality of Education in Ontario: A Survey of the Parents' Perspective" 1972 (see appendix 1) reveals that the public does support small class size. Under section IV "Administering Quality Education" it states that there was an overwhelming concurrence by respondents that "Class size should be smaller," 62% saying that the size should be 20 students per teacher or fewer.

We submit, therefore, that the portion of the cost of technical education attributable to class size is justified.

2. It was announced in a press release of October 16, 1972 that the federal retraining program will again be carried on this winter.

   An example of the value of technical training is shown in a case from San Diego, California (see Appendix 2) where "358 people on welfare were sent to a community college skills center for a year. None is on welfare to-day. All have jobs."

   The retraining of adults is a very expensive alternative to the training of teen-agers in secondary school technical courses.

   As far as a government is concerned, welfare is a perpetual, never-ending obligation; technical education is a much less costly proposition and the obligation ends after four years.

3. Career education has met with considerable success in areas where it has been tried in the U.S. They have found that under their present system that over 67% of their young people left formal education 1970-71 lacking skills adequate to enter the labor force at a level commensurate with their academic and intellectual promise. Under their system of career education, i.e. gearing all educational experiences toward thepreparation for economic independence, they aim for every student to leave the school system with at least an entry-level job skill of the capability of continuing his education in an institution which is technologically or academically oriented.

   Our own high school technical and commercial programs have performed a similar purpose here in Ontario which we need to maintain.

Through our brief and this elaboration to-day we have attempted to point out that all expenditures on technical education are justified. We agree with the Hon. Alastair Gillespie, Minister of State for Science and Technology who is quoted as saying, "Technological advancement is known to be the single largest factor in economic growth."

From: "Quality of Education in Ontario: A Survey of the Parents' Perspective" 1972.
Mentioned in Press Release 72-20.

IV. ADMINISTERING QUALITY EDUCATION

In this section, our attention shifts from definitions, agents, and content of quality education, to a discussion of how parents believe education should be administered. We shall be considering parental suggestions on three key managerial issues: organization of the classroom, and the school year, as well as promotion procedures.

Concerning classroom organization, parents were asked firstly, whether they agreed that: Q. # 10 - 8 - "CLASS SIZE SHOULD BE SMALLER". Overwhelmingly, respondents concur. In fact, this is one of the few issues* in the survey which draws very strong positive convictions from more than half the respondents - 52.0% "strongly agree" classes should be smaller.

In aggregate figures, 81.2% support the concept of smaller classroom size but only 16.4% oppose it. The ratio is, therefore, about 5:1 in favour of reducing the size of classes.

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* The other issues which have elicited categorical positive sentiment ("strong agreement") from more than 50% of the sample are: 1) parents' and teachers' involvement in quality education (Q. # 9); 2) emphasis on the "3 r's" (Q. # 10); 3) respect for the teacher's authority (Q. # 11); 4) the importance of the principal's assessment and academic qualifications [illegible] salaries (Q. # 14); and 5) the [illegible] parent-[illegible] meetings (Q. # 15).

Q. # 10 (B): CLASSES SHOULD BE SMALLER	
Strongly agree	52.0%
Tend to agree	30.2%
Tend to disagree	15.1%
Strongly disagree	2.3%

A related question asked: (Q. # 12) "WHAT DO YOU THINK WOULD BE THE IDEAL NUMBER OF STUDENTS PER TEACHER?" Six in ten (62.0%) say twenty or less; 35.5% suggest twenty-five to thirty-five; and a miniscule .4% find forty students per teacher attractive. The ratio which appeals to the largest sector of parents (36.9%) is 20:1. A breakdown of the sample's thinking about the utopian number of students per teacher appears below:

IDEAL RATIO	% AGREE
10 students per teacher	8.7
15 students per teacher	16.4
20 students per teacher	36.9
25 students per teacher	26.9
30 students per teacher	7.9
35 students per teacher	.7
40 students per teacher	.4

College Graduate Struggles To Find Job-Better In Trade

The butcher, the baker and just about every craftsman but the candlestick maker is going better these days finding a job than the new college graduate with a diploma which says he or she is a professional in a specialized field.

That's why vocational and trade schools all over the nation are bulging today. The word has gone out that the skilled craftsman — the plumber, the TV repairman, the stenotype operator, etc. — can find work at good starting pay while the young man or woman with a law or liberal arts diploma may look for a job for months and not find a suitable one.

Educators are still advising high school graduates to go on to college if they can make it, but they are counselling against a "shotgun" approach to higher education. Pin yourself down to a profession and be ready to step into a specific job when you graduate, they caution.

No longer can educators or counsellors claim a college diploma is a passport to instant success or even immediate employment. The reason: at this point there are more people in many professions than the market for their services requires.

While the population of the last few decades has created wider demands for professional services, it also has spawned a vastly larger corps of professionals in most fields.

DOCTOR EXCEPTION

The doctor, perhaps is the most notable exception.

Recent U.S. Office of Education studies show that young people often are skipping college today even if they can afford the rising cost of matriculation, simply because they believe that for much less money they can attend a vocational school and learn a trade which will put them to work right away. Some vocational schools even guarantee jobs for their graduates, while others agree to help in the job hunt.

A prime example of what training in skills can achieve occurred in San Diego, Calif., where 358 people on welfare were sent to a community college skills center for a year. None is on welfare today. All have jobs, and good-paying ones at that. They learned their skills in auto body and fender repair, automotive mechanics, electrical appliances and refrigeration, electronics assembly, laundry and dry cleaning, office machine repair, office procedurers, production machines, welding and power sewing.

Kenneth Gibson, center director, says jobs are available for people skilled in these crafts in most sections of the nation.

College placement directors meanwhile, report that graduates with liberal arts degrees—in English, history, philosophy, political science—are having a tough time landing jobs. So are fledgling attorneys.

Most of the reputable law firms either have enough young attorneys or they hire friends or relatives of firm members, placement officials point out.

Twenty years ago about 80 to 85 per cent of college graduates were landing jobs within a reasonably short time after they left school. Today the figure is 50 per cent.

Another factor discouraging many high school graduates from continuing their formal education is the spiraling cost of going to college, even government - supported schools. Without a scholarship or assurance of a part-time job—or a wife who will help to finance an education— the average young man today more often is turning to vocational school, where the trades he can learn pay well from the first day on the job. If you don't believe it, call a plumber to your home or look at the labor costs item on your auto repair bill.

So the trend of a few years ago, when a college degree was all you needed for entry into the personnel manager's office, has shifted back to more emphasis on crafts and skills. Possibly this is because America has become a land of gadgetry, electronic and otherwise, and somebody has to be around to repair and maintain the moving parts and electric switches coveted so by home and auto owners.

SHIFT

If the shift persists, it is likely to throw out of kilter U.S. Office of Education studies which underline the vital role of a formal education as a money-earner.

During his lifetime, these studies indicate, the average college graduate can expect an income of about $540,000. This is $200,000 more than the average high school graduate can be expected to earn and nearly $300,000 more than the anticipated income of a student who dropped out of school after completing the eighth grade.

"Organizations
& Groups" BRIEF #22

BRIEF

TO

THE COMMITTEE ON THE COSTS OF EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS OF ONTARIO

Submitted by

The Ontario Secondary School Headmasters' Council, OSSTF

OSSHC BRIEF ON THE COSTS OF EDUCATION

The OSSHC appreciates the invitation of the Committee on the Costs of Education in the Elementary and Secondary Schools of Ontario to submit some views on the Committee's topic of study. In doing so we have avoided presenting statistical data because, we are sure, the Committee will have such information readily at hand. We believe the Committee would prefer that we stress, rather: (a) the effects of the provincial ceilings on the expenditures of local boards - those already felt to a significant degree by the principals and teachers in their schools, and others that they anticipate in the year or two ahead; and (b) some possible ways in which we think economies may be made with fewer negative effects upon the quality of education to our students.

A GENERAL COMMENT ON THE PROBLEM

The following quotation from Circular HS 1 1972-73 relates to the organization of secondary schools and their programs as envisaged by the Department of Education for September, 1972.

"A student's program at any given time should reflect his current state of development. Each student must be permitted to select courses best suited to his interests, abilities, and goals for the future. A credit system with individual timetables allows him to work at his own level in appropriate courses.

"The opportunity to reach ahead in some subjects and to take more basic courses in others can be achieved if courses with different approaches and intensity are offered in each of many subjects. Provision for the full range of individual differences within any subject, course, or class requires sensitive teaching as well as the adaptation of curriculum guidelines by teachers for their students."

The description presents a radically different concept of school from what it was a decade ago when a great deal more rigidity of school organization and curriculum prevailed in Ontario. The headmasters of that era would not have believed the degree of change in philosophy, the extraordinary flexibility of programs and courses, and the great expansion of facilities and services which the present new style in secondary education requires.

During the past decade the Department of Education and the Ontario Government have motivated changes in secondary education to encourage more and more young people to stay in school longer and longer. The success of the design is impressive. There are beneficial effects of experiment and change. It is indeed an advantage to our society that we educate all the children of all the people. It is good to offer educational opportunities so diversified in nature that every pupil can have an education consistent with his needs, interests, and abilities. On this basis we believe an increase in costs is well justified, and the public and the economy benefiting from the improvements should accept the financial responsibility. In its studies we hope the Committee will recognize an obligation to produce supportive arguments to answer the public's unreasonable objections to reasonable educational costs. The Ontario Government has considerably reduced the rate of growth of educational expenditures, and at the same time has granted cuts in income tax and tax rebates to property owners. We believe that these priorities are wrongly ordered.

Part of the public's outcry against the costs of education may stem from other causes. The man on the street wonders what is going on in Ontario education. He has neither heard nor seen a provincial statement of what our schools are doing or what their objectives are. He does not know, for instance, about the retentive system, the great diversity in the need for special education, the expansion of opportunities to meet all types of learners, the percentage of graduates from high school today compared to a decade ago, and the 370% increase in enrolment in community colleges. His attitudes about education are obtained largely from the newspapers whose stories, more often than not, are sensational and negative. At the provincial level, education should have a countervailing, positive message.

Mr. Public does not identify with the schools in his community so closely as he used to. Suddenly the educational responsibility of the smaller community disappeared, and with it also went much of the involvement and pride in the development of the schools in his own immediate neighbourhood. Education became big business, centralized under large administrative jurisdictions. Although the larger boards may be providing wider educational opportunities, Mr. Public has not adjusted to the new deal. There is a remoteness, a decline in the importance of the individual school, and a lack of interest on the part of the taxpayer for the big establishment which was thrust upon him.

Since the early sixties government, business, and industry have been alarmed at the rapid increase in their operational costs. All government departments have felt the pinch of rapidly rising expenditures, and the Department of Education has been no exception. This Department, moreover, had been under attack for some time by all of the aforementioned agencies because of the irrelevance of its program and the inadequacy of its product. It was, therefore, no accident that, throughout the sixties and up to the present time, our schools have become involved in a multiplicity of cataclysmic and often controversial changes at the very time that the taxpayer was already complaining about his tax burden.

Ironically, most citizens feel qualified to criticize the educational system since most have been exposed to it at some stage of its development. To be qualified critics, however, we must have data. In the first place it would be well to point out that there has never been a decade in our history during which there have been so many changes incorporated into an educational system. For better or for worse, depending on the individual and his philosophy, these changes have been expensive. To avoid sweeping generalities, let us tabulate them, keeping in mind that our goal is to provide each student with a program that will develop him to his fullest potential and make him a mature, responsible citizen and a contributing member to society.

1. One of the first major changes was the introduction of the Robarts Plan, which extended vocational programs (two-year, four-year, and five-year) to students throughout the province. With the generous assistance of the Federal Government, many elaborate schools were built and students were given a wider range of courses.

2. Busing became a major budget item in the new school districts.

3. Free text books were made available to students.

4. Options were extended to include 'more relevant' subjects. These included, for example: Driver Education, World Politics, Theatre Arts, Space and Man, Man in Society, Computer Science, and more foreign languages.

5. The credit system for diplomas was introduced, and prerequisites were gradually eliminated.

6. The mathematics courses were re-written.

7. ETV equipment and programs were provided.

8. Pre-Kindergarten classes extended a student's total school experience.

9. Individual timetables allowed students to follow personal preferences.

10. Examinations were abolished in a number of courses.

11. Computerized scheduling facilitated the introduction of individualized timetables and the semester system.

12. The Department of Education was re-organized in an attempt (1) to decentralize, and (2) to integrate the elementary and the secondary levels. Regional offices were set up throughout the province.

13. Teacher training was improved and expanded by the introduction of new colleges/faculties of education.

14. OISE, a multi-million dollar educational research laboratory, became a part of the provincial educational system with centres in several cities.

15. Programs were introduced for the retarded and the handicapped.

16. New Canadian courses were organized.

17. Ungraded classes and the open-school concept emerged.

18. Guidance programs were extended to include sociological and psychological services.

19. County boards were set up and each developed its own hierarchy to inclu director, superintendents, assistant superintendents, consultants, etc.

20. Resource centres were provided in many schools to facilitate independent study programs.

21. Paraprofessionals were appointed to relieve staff of 'non' professional duties.

22. Adult education programs were expanded.

In the above tabulation we have mentioned merely the changes of the last decade. The costs of repairs, maintenance, rehabilitation of obsolete accommodation, etc., are not mentioned; but they are significant items in every budget....at much higher rates than those of the early sixties.

The foregoing changes indicate a sincere attempt to improve and expand the services for all Ontario students and to provide equal opportunities for them. It should be quite obvious that educational services have vastly increased in the last decade, but there are many who will not agree that the consequent increase in the budget has been fully justified. Many of the above items involve the acquisition of more hardware....but it is the 'software', the personnel, that accounts for approximately eighty per cent of the budget. The concomitant development of an enormous educational 'hierarchy' is a cost problem for which a solution must be found.

A.

In the initial paragraph we made reference to stressing two aspects of the current problems. In an OSSHC survey, our secondary school principals

across the province were asked to concentrate on two questions. The first question was designed to discover the extent to which provincial ceilings were affecting the present expenditures of the local boards and the conditions in the schools. The following is an abbreviated summary of the principals' comments on this question:

(a) Restrictions on spending have forced the healthy process of cost justification. They have stimulated strict assessments of programs and courses. Responsibility and even restraint are necessary for efficient spending.

(b) Some boards are exploiting the current political controversy, and are using the situation to reject legitimate requests for which funds are known to be available. The result is that equipment is left in disrepair, normal school maintenance is neglected, pupil-teacher ratios are increased, and the morale of teachers and students is undermined.

(c) Experimentation, new programs, and innovations have slowed down. The climate has changed from excitement and expectancy to threat. Fear of unsuccessful experimenting has increased since lack of success is costly; but even a successful experiment may require funds which are not available for its continuance and expansion. 'Lighthouse schools' are becoming less radiant in their desire to innovate.

(d) Restrictions in spending are already affecting the quality of the educational experiences being offered.... reduction in courses,

materials, equipment, teaching resources, and care and upkeep of buildings and grounds. Only the local board, we submit, is in a position to understand the problems of its own area. It should have the say in what is needed in its schools, but its autonomy has been eroded by the action of the Provincial Government.

(e) Almost immediately after recommending experimentation, the Department has reduced available funds. At the same time that it is telling educators and the public that these changes are good, it is denying the possibility of their taking place.

(f) There has been a serious drop in the efficiency of the caretaking staff who complain that they are considerably understaffed.

(g) Budget restrictions have reduced the use of supply teachers, thus increasing the work load of staff.

(h) The use of paraprofessionals and audio-visual technicians has been postponed or cancelled.

(i) The reduction of budget available for transportation has resulted in the curtailment of field trips and athletic competitions.

(j) Students are being encouraged to take minimal programs.

(k) Teachers are being declared surplus - a demoralizing condition in many of our secondary schools.

Note: Many other comments related to the morale factor which is of paramount importance in any organization.

B.

The second facet of the problem on which our members were invited to comment relates to recommendations for economies in education. Since we have already pointed out that the highest expenditure in an educational budget is salaries, we would respectfully suggest a close examination of what has been happening at the upper echelons of the 'hierarchy'.

I. THE DEPARTMENT OF EDUCATION WAS REORGANIZED:

(a) to integrate the elementary and secondary levels of education. (Although it is obvious to all that education is a continuing process, there are many who feel that the problems and even the processes at the two levels are not identical.);

(b) to decentralize a mammoth organization and grant local autonomy. This resulted in setting up regional offices, each with its own administrative staff, consultants, clerical staff, etc. Concurrently the new county boards were exercising their newly-acquired local autonomy by setting up, in some cases, rather elaborate centres for their own establishments....directors, superintendents, more coordinators/consultants, clerical staffs, and local features that many taxpayers (and educators) found difficult to explain.

In the Department reorganization great emphasis was given to the concept of local autonomy. Some areas agreed with the OSSHC position that local autonomy should be interpreted to begin at the local school level. When we consider the superfluity of officials.... the Department in Toronto, its regional offices, County Board offices, OISE in Toronto, and its district offices, it becomes obvious that the principal's position is not very high on the educational totem pole.

Surely, with the resources available, we can eliminate the chaotic duplication of services to the benefit of our students and the overburdened taxpayer.

II. THE AUTONOMY OF THE PRINCIPAL

This official was once regarded as the 'key man' in education. We of the OSSHC contend that tremendous savings and more effective services could be achieved if each, with the help of his staff, were given complete responsibility for the operation of the school. No one knows better than he and his staff what the needs of the school are and what priorities should be observed in its effective administration. The more remote policy decisions are from the classroom, the less effective they are - and frequently the more expensive.

III. ETV

Many of our members challenge the justification for the current expenditures on educational television. Elaborate cable systems, relay systems, and a

multi-million dollar organization may well be a dispensable benefit (?). Most schools do not, and cannot, use all of the educational programs which the CBC and the stations now present. A video-tape recorder makes the programs available when required - and at relatively little expense.

IV. HS 1 vs PTR

The many changes described in the early part of this brief make any reference to the pupil-teacher ratio incompatible with the new philosophy and misleading to the public. The size of the class must be determined by the nature of the subject. The PTR should be re-defined to refer to the number of students with whom a teacher is in daily or weekly contact.

It should also be noted that the permissiveness of HS 1 has made uniform class size impossible. No principal can predict the attrition rate of the various courses with any degree of accuracy. In some schools, students who elected to take Latin four years ago are now being told that there will be no class in grade 13 since there are not enough pupils to meet the requirements for setting up a class. Is this consistent with a philosophy which encourages a student to pursue his own interests? The OSSHC recognizes that considerable economy could be effected by reversing the progress towards flexibility upon which the province has embarked, but we assuredly do not recommend such economy.

V. FREE TEXT BOOKS

Free books should be given to needy students, of course; but the practice

of giving free text books to all high school pupils should be carefully scrutinized. Many of our members feel that this political move was detrimental to the intellectual development of many students and frustrated attempts at self-improvement through developing an interest in books.

VI. THE SCHOOL ATTENDANCE ACT

There is a feeling among our members that the school-leaving age should be lowered to fifteen (or even fourteen) with the proviso that the student may return at any age. The social revolution of the last decade has negatively affected the motivation of many students. They should be able to 'find themselves' outside of school and re-enter when and if they discover the need for more education. Unmotivated students encumbering our schools are partially responsible for high educational costs.

VII. DEPARTMENT COMMUNICATIONS, MEMORANDA, AND PUBLICATIONS

The membership's feeling is that vast sums of money are not spent wisely in the volume and pretentiousness of many of these publications. Many are of limited interest.

VIII. PARAPROFESSIONALS

The appointment of these people was originally requested by teachers to relieve them of 'non-professional' duties. They can be used effectively, but the anomaly now is that some of them may be replacing teachers who need jobs.

IX. TEACHING LOAD

There is a lack of uniformity in this area. It should be noted that many teachers in these days of rapidly changing conditions are writing and preparing new courses, a fact which is not reflected in their teaching load. The nature of the subject and the amount of work a teacher takes home at night are also frequently ignored. The practice of giving younger staff heavy teaching loads is related to the high attrition rate among potentially excellent teachers. The most important work in education is done in the schools - in the classrooms - and all other functions serve to facilitate that work. It would be false economy, in our view, to load classes to make good, personal teacher-student relationships impossible.

X. THE EXPANDED ROLE OF THE SCHOOL

We also feel that there are many items charged to the educational budget that, strictly speaking, should be charged to other agencies - the social services, recreation services, etc.

"But the biggest new loophole for all boards is that for the community use of schools. Across the province this will cost the taxpayers ten million dollars more than if Mr. Wells had stuck to his guns. This is to pay for providing school facilities to ..... drop-in centres, community sports, and other non-education functions."

Toronto Star .... March 20, 1972

In the foregoing brief we, of the Ontario Secondary School Headmasters' Council, have attempted to advance the reasons for the high cost of education, to describe the current negative effects of the political and journalistic

controversy re government-imposed ceilings, and to make constructive suggestions for reducing educational costs and, by implication, methods of improving the quality of education for each of our students. It should be noted that we are not vigorously protesting the ceilings, but have recommended a careful scrutiny of the manner in which the tax-dollar is spent. . . . especially if that tax-dollar is to continue to come from the property-owner.

There are other ways of reducing school costs but most of them would be considered to be reactionary. A better definition of the goals of education in our province and good communication of those goals would clarify for the taxpayer whether he is getting adequate value for services rendered.

THE ASSOCIATION FOR CHILDREN WITH
LEARNING DISABILITIES,
ONTARIO DIVISION,
88 Eglinton Avenue, East,
Toronto, Ontario,
March 30, 1972.

Mr. Thomas A. McEwan,
Chairman,
The Committee on the Costs of Education,
Suite S 944,
252 Bloor Street, West,
Toronto, Ontario.

Dear Mr. McEwan:

Attached is a brief prepared in consultation with the chapters and members of our Association throughout the province. It it we express our concerns about the types of programs that we require from the educational systems. For the most part these are of an innovative nature.

Since the removal of the incentive grants for Special Education and the "ceilings" on educational spending we have consistently noted throughout the entire province a lack of program development. The reduction of Special Education budgets in some counties has come at the time when a realistic increase should be implemented. The recent guideline, "The Development of Comprehensive Programs and Services in Special Education", calls for a developmental approach.

Currently school boards are preparing their final budgets for the coming year. We will be monitoring these deliberations in order to obtain dollar data about the status of Special Education spending.

If the programs called for in the above mentioned document are, in fact, to be implemented we strongly urge that mandatory legislation and developmental monies be regulated. Further, we would recommend that these funds be considered to be of an "extraordinary" nature and thereby not influenced by the current "ceilings".

Thank you for your interest and consideration.

Sincerely,

Dennis Nolan

Dennis Nolan,
President,
Ontario Division.

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B R I E F

TO

COMMITTEE ON THE COSTS OF EDUCATION

ONTARIO DEPARTMENT OF EDUCATION

CANADIAN ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES

ONTARIO DIVISION

MARCH - 1972

The Canadian Association for Children with Learning Disabilities
Ontario Division
Head Office: 88 Eglinton Avenue East, Toronto 315, Ontario
Telephone: (416) 485-0393

Mr. Chairman and Honoured Members:

The Canadian Association for Children with Learning Disabilities Ontario Division, appreciated your invitation to submit a brief to your committee on the costs of education.

To assess our members' concerns regarding the education and welfare of exceptional children on a Provincial basis, we requested our thirty Chapters to list their educational priorities for exceptional children. The following represents a concensus:

PRIORITIES:

1st	Improved Teacher Training
2nd	Adequate Diagnostic Facilities
3rd	In-Service Educational Opportunities
4th	Smaller Classes at the Kindergarten, Grade 1 and 2 level
5th	Special Education Resource Rooms (Elementary level)
6th	Early Educational Experiences
7th	Special Education Resource Rooms (Secondary level)
8th	Segregated Classes for the Severely Disabled
9th	Consultative Help for the Special Education Teacher
10th	Parent Involvement Schemes

ADDITIONAL CONSIDERATIONS:

1. Co-ordination with Community Services

   In addition, because of our strong belief that the needs of many exceptional children cannot be met by education alone, we will be making recommendations for co-ordination with Community services.

2. Research

   At this time, we do not have sufficient knowledge of the effectiveness of some programmes, and we will be making recommendations for practical research into these and other areas.

From the list of established priorities, we are making the following recommendations:

RECOMMENDATIONS:

1. Improvements in Teacher Training

We recommend and strongly endorse the recommendations made in several recent reports for improvements in teacher training. (1)

We feel that greater importance should be given to the selection of candidates for teaching. Candidates should exhibit a high degree of emotional stability, ability to establish easy rapport with others, and a record of intellectual competency. As stated by a foremost educator in the field of learning disabilities, teachers should have true self-respect, maturity, proper sensitivity and abundant frustration tolerance.(2)

Teachers entering our elementary and high schools in the near future should receive a good background knowledge in:

- developmental psychology (including normal and abnormal development
- theories in learning
- individual differences in cognition
- basic fundamentals involved in acquiring communication skills,etc.

A comprehensive practicuum in a controlled supervised environment should also be given equal weight in the teacher training programmes. This would include:

- significant observation and interaction with children
- diagnostic and prescriptive teaching of children with learning disorders
- teaching basic school subjects to normal children
- communication and discussion with allied professionals
- practice in the organization of the observations of a child's behaviour into a meaningful evaluation which can be used by others working with the child.

2. Adequate Diagnostic Services

WE RECOMMEND that the Department of Education encourage Universities to increase their programmes in the training of Educational Psychologists and programmes in Applied Psychology involving both school and clinical psychology.

Our members across the Province have expressed great concern about the lack of psychological services and a shortage of highly trained personnel to adequately serve the needs of exceptional children, particularly in the smaller communities.

School psychologists should receive the appropriate training, or upgrading, to enable them not only to assess a child's abilities and disabilities but also to plan, in concert with consultants, teachers, parents, and community services, an appropriate remediation programme.

We are also concerned that psychological services presently in our schools are not generally available to pre-school children and the 'drop-out' teenager. For these reasons and others (expressed under Community Services)

WE RECOMMEND that this service be placed on a co-operative basis, locally or regionally, between the Department of Health and the Department of Education.

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(1) "Living & Learning", the Report of the Provincial Committee on the Aims & Objectives of Education in the Schools of Ontario, (The Publications Office, Ontario Department of Education, Toronto 1968) "One Million Children". The Report of the Commission on Emotional and Learning Disorders in Children (Leonard Crainford, Canada,1970.)

"Standards for Educators of Exceptional Children in Canada" 1971

(2) W. M. Cruikshank. "The Teacher of Brain-Injured Children: a discussion of the bases of competency". 1966.

3. In-Service Educational Opportunities

WE RECOMMEND that the improved teacher training programme, indicated in Item 1, not be limited to students in training but be available for teachers, principals, supervisory and administrative staff.

Every effort should be made by the Department of Education and local school boards to encourage present staff to participate in these extension programmes so that special education becomes less 'specialized' and a regular part of the curriculum for the preparation of all educators.

4. Smaller Classes, Kindergarten, Grade 1 and 2

In keeping with the trend towards prevention rather than remediation, WE RECOMMEND the gradual reduction in class size at the kindergarten, grades 1 and 2 levels.

With the reductions in enrolment at the elementary school level (3) and the estimate that this is likely to continue for at least the next 10 - 20 years, it is possible that many schools could attain a 20-1 ratio at these levels without substantially increasing the numbers of teaching staff. However, it would mean an increase in the per-pupil grant for these grades.

5. Special Education Resource Rooms (Elementary Level)

Also in recognition of the current trend away from placement of exceptional children in segregated special classes, WE RECOMMEND the establishment of special education resource rooms in all schools having 15 or more classrooms and on a sharing basis in smaller schools.

The rooms must be staffed by master teachers appropriately trained in the education of children having various exceptionalities. They would work with small groups of children and, in addition, act as teacher/diagnosticians (for children with mild learning disorders) and plan appropriate complementary remediation programmes in co-operation with the child's regular classroom teacher.

6. Early Educational Experiences

As a further step towards prevention, WE RECOMMEND the establishment of a high risk registry in co-operation with the Department of Health and early educational experiences for pre-school exceptional children.

However, we recommend that pre-school educational experiences should be provided only where teachers trained in Early Childhood Education are employed to work with these children. Such teachers should have special training and actual experience in working with pre-school children and they must have a thorough knowledge of early growth development and child psychology.

We also recommend these programmes first be instituted in one or two areas only in order to properly assess their effectiveness. To quote Dr. William A. Hawke of The Hospital for Sick Children, Toronto, "There is no question about the theoretical value of the programmes but there is a real question whether the children on a high-risk registry will be educational problems or not and also whether special educational programmes in the pre-school year will ameliorate or prevent educational problems in later grades. One is also concerned about the type of educational programme for these children that will produce the desired effect. My belief is that in theory, as I mentioned, these should be of value, but that one should attempt through practical experimentation to determine with more accuracy the value of such procedures."

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(3) Ontario Department of Education, News Release 72-04

7. Special Education Resource Rooms (Secondary Level)

As at the elementary level, WE RECOMMEND the establishment of special education resource rooms at the secondary level to enable high schools to more adequately meet the needs of teenagers who require remediation.

The Resource Room teacher would also be responsible for making arrangements for pupils to work alone in a quiet place, to have a longer period of time in which to write examinations and to provide opportunities for him to dictate answers to assignments and tests, etc., which is in concert with the proposals contained in a memorandum issued by the Ontario Department of Education. (4)

8. Segregated Classes for the Severely Disabled

WE RECOMMEND that segregated classes be established or continued for severely disabled children and special grants be provided by the Department when local conditions require it.

Providing our recommendations are favourably acted upon, we recognize that more exceptional children could be educated in regular classrooms. However, a need will still remain for segregated special classes for the severely disabled child. "It is almost impossible to adequately integrate these children into ungraded classrooms. The reality suggests that they need a special programme and probably also highly specialized teachers and small enrolment". (5)

Because of the recent changes in the grant structure, some Boards of Education are finding it difficult to provide this service. The Department of Education should assist those who are having difficulty setting up new programmes and/or maintaining established special education services.

9. Consultative Help for the Special Education Teacher

WE RECOMMEND that the Department of Education encourage Universities to set up graduate programmes for preparing consultants to help teachers of special segregated classrooms and special resource classes. This would alleviate the recognized shortage of qualified special education consultants presently available in our schools.

Pre-requisites for entry into such programmes would include a variety of teaching experiences. The curriculum would include basically an in-depth study of those areas outlined for regular classroom teachers and special emphasis may be given to diagnostic and prescriptive teaching. In addition, the curriculum could contain a study of the special roles of allied professions, parents, ancillary services and an opportunity to participate in graduate research studies.

10. Parent Involvement Schemes

WE RECOMMEND a bi-curricular approach to the educational experience of the child. (6)
(See also Community Services)

In order that remediation programmes for an exceptional child be as effective as possible, we consider it of great importance that parents should be, and have the right to be, kept well informed of the progress of their child and to be consulted when programme changes are planned. Parents should be considered in the over-all programme planning at the time of diagnosis, and opportunities made available to them within their community to acquire a sound knowledge of their child's abilities and disabilities.

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(4) Ontario Department of Education memorandum, H.S.1, Nov.6, 1967

(5) Dr. Wm. A. Hawke, private communication, Jan. 1972.

(6) Ray H. Barsch. "The Parent Teacher Partnership", Chapter 10. The Council for Exceptional Children Incorp. (1969)

The Plowden Report - Great Britain's answer to 'Hall-Dennis' - concluded that the most important factor in the school success (or failure) of any child was the amount of involvement and concern demonstrated by the parent of that child. Also, in the December issue of 'New Dimensions' from a position paper prepared by officials of the Department's Special Education branch, we find the following statement, "Special Education today has revealed the need for a more viable relationship between the school staff and the family of the child requiring programs and services of Special Education".

11. Co-ordination of Community Services

WE RECOMMEND that the Department of Education, in conjunction with the Departments of Health, Social & Welfare Services, community recreation services and voluntary organizations, establish a model for the delivery of services.

In order to increase the effectiveness of the remedial educational programme, we consider it would be to the benefit of all exceptional children, whether they have physical, mental, emotional or learning disorders, that they and their families have easily accessible support services.

These services could include psychological and diagnostic services, a mental health clinic, medical services, parent counselling, teenage counselling, family life education programmed, recreation programmes, etc. Such co-ordinated services would also prove helpful to in-service training of teachers and for the general public. Too often a child is referred to a diagnostic centre many miles from his home and however good the diagnosis and recommendations may be, they are severely limited in application because of the lack of knowledge the diagnostician may have of services available to the child within the education system, community agencies and organizations.

12. Research

As several of the recommendations contained in this brief have not had wide-spread testing in Ontario, we recommend that research programmes be established in the following areas:

Special Education Resource Rooms

Prescriptive Kindergarten Programmes

Parent Involvement Programmes

Early Educational Experiences

High Risk Registry

Several of our Chapters were concerned about the effect of the grant structure on the shape of education in Ontario. We recommend this also be made the subject of a research project.

We trust that the above priority list and recommendations will aid you and your Committee members in their deliberations over the important matter of priorities in the costs of education.

Respectfully submitted,

Canadian Association for Children
with Learning Disabilities
ONTARIO DIVISION

SUBMISSION TO THE COMMITTEE ON THE COSTS OF EDUCATION

The capsule history of Prologue to the Performing Arts as printed on the accompanying folder will provide an introduction to our organization. On the pages following we shall attempt to illustrate the development of Prologue through the use of charts covering three areas:

A Company and Programme Expansion

B Geographic Expansion

C General Financial Report

Prologue has earnestly endeavoured to keep the costs of the total programme as low as possible in order to accommodate the financial restrictions facing many of the boards of education. We have been grateful to the Ontario Arts Council for their support and encouragement through the past six years, for it has been only with their help that we have been able to bring performing arts of the highest calibre to schools throughout the province. The committee will likely be interested in our programme plans for next season and this information is therefore included with our submission.

A COMPANY AND PROGRAMME EXPANSION

COMPANY	Grade Level	NUMBER OF PERFORMANCES 1967	1968	1968-69	1969-70	1970-71	1971-72	TOTAL
Canadian Opera Company	7-9	37	68	129	153	131 (7-13)	55	573
National Ballet of Canada	7-9	37	68	129	153	129 (7-13)	43	559
Young People's Theatre	7-9	37	68	129	153	127 (9-13)	84	598
Jan Rubes Sings	K-3					22	22	44
Judy Jarvis Dance Company	K-3					48	55	103
Toronto Symphony Prelude Concerts	4-6					44	24	68
Young People's Theatre	K-3 & 4-6					127	124	251
Young People's Theatre	6-8					51	96	147
Canadian Mime Theatre	7-13						78	78
Total Performances		111	204	387	459	679	581	IN SIX YEARS 2,421
							TOTAL AUDIENCE	1,057,250
	METRO	111	204	279	303	316	199	
	ONTARIO	-	-	108	156	363	382	

B GEOGRAPHIC EXPANSION OF PROLOGUE (districts and counties)

1967 & 1968	1968-69	1969-70	1970-71	1971-72
East York	East York	East York	East York	East York
Etobicoke	Etobicoke	Etobicoke	Etobicoke	Etobicoke
Metropolitan	Metropolitan	Metropolitan	Metropolitan	Metropolitan
Separate Schools	Separate School	Sep. Schools	Sep. Schools	Sep. Schools
North York	North York	North York	North York	North York
Scarborough	Scarborough	Scarborough	*Scarborough	
Toronto	Toronto	Toronto	Toronto	Toronto
York	York	York	York	York
	Ottawa	Ottawa	*Ottawa	
	Windsor	Windsor	Windsor	Windsor
	Essex	Essex	Essex	Essex
	Hamilton	Hamilton	*Hamilton	
	Welland	Welland	*Niagara South	
	Lincoln	*Lincoln		
	Wellington	Wellington	Wellington	Wellington
	*Perth			
	Waterloo	Waterloo	Waterloo	Waterloo
	London	London	London	London
	Ontario	Ontario	Ontario	Ontario
		Ridley College	Ridley College	Ridley College
		Stormont-Dundas-Glen.	Stormont-Dundas-Glen.	Stormont-Dundas-Glengarry
			Peterborough	Peterborough
			West Parry Sound	West Parry Sound
			Muskoka	Muskoka
			Timiskaming	Timiskaming
			Timmins RCSS	Timmins RCSS
				Timmins
			Waterloo RCSS	Waterloo RCSS
			Grey	Grey
			Oxford	Oxford
				Haldimand
			Lakefield	Lakefield
				Nipissing S.S.
			Sudbury	Sudbury
				Sudbury RCSS
			Peel	Peel
				St. Mildred's Col.
			Simcoe	Simcoe
				Montessori School
			York	York
			Halton	Halton
				Trinity College
			East Parry S.	East Parry Sound
			Lakehead	Lakehead
			*Lakehead RCSS	
				Espanola
				Central Algoma
			*Middlesex RCSS	
			Middlesex	Middlesex
				Sault Ste.Marie
				Northumberland-Durham
				North Shore
				Renfrew
				Fort Francis
				Atikokan
TOTAL 7	18	19	37	46

*Withdrawn in following season through budget limitations

C GENERAL FINANCIAL REPORT

For the first three seasons, the Prologue programme was administered through the voluntary efforts of the board of directors. A professional administrator was hired on a part time basis for the fourth year, and on a full time (10 months) basis for the last two seasons.

The revenue picture is given in order to show the extent of government subsidy (through the Ontario Arts Council) in the total operation. Prologue has always asked the performing companies to keep their budgets to a minimum and to operate on a strict cost-recovery basis. In an effort to combat rising costs and yet keep prices in an accessible range for school boards, it has been necessary in the last two seasons to ask for additional assistance from the Ontario Arts Council in the particular area of pre-production expenses. These costs have been awarded to the individual companies, rather than to Prologue, and are included in the figures below to show the total extent of government support.

	1967	1968	1968-69	1969-70	1970-71	1971-72
Fees from boards	$37,000	$68,000	$129,000	$176,100	$220,738	$135,357
Grant from OAC	-	1,000	9,000	10,000	4,000 *7,123	5,000 *6,700 ★ 29,500
Approx. % support		1.4	6.5	5.4	4.7	23

★ Awarded for preproduction
* Awarded for commission and special projects

Taking the three founding companies as examples, the cost to the boards of education in Metro Toronto has risen from $1,000 for the series to the current cost of $1,260 - a 26% increase over six years. This represents a cost of approximately 84¢ per pupil at the junior high and secondary level. The price range of the elementary programmes throughout Ontario is from $135 to $200, representing a cost per pupil from 54¢ to 80¢. Programme costs at this level have risen only fractionally in the past three years due to the increased assistance of the Ontario Arts Council.

ACCO
VR10-039501-248